

0 H02
373.14
059.05 / 6

ONTARIO DEPARTMENT OF EDUCATION

CURRICULUM I.3 and S.5

GUIDANCE

Intermediate and Senior Divisions

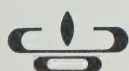
1968

Curriculum I:3 and S:5

GUIDANCE

Intermediate and Senior Divisions

First printed for introduction in September, 1968,
replacing Curriculum I:3 and S:5, printed in 1961



ONTARIO DEPARTMENT OF EDUCATION


TABLE OF CONTENTS

PART I

Introduction	5
How Guidance Works	6
Supporting Functions of Guidance	8

PART II

Courses of Study	11
Grade 7	12
Grade 8	17
Secondary Schools	25
The Challenge of Grade 9	26
For Pupils in Service, Occupational and Special Vocational Courses	39
Grade 12	51



Digitized by the Internet Archive
in 2024 with funding from
University of Toronto

<https://archive.org/details/guidanceintermed00onta>

Part I

INTRODUCTION

Guidance in the schools is aimed at helping the student know himself. It is tacit acceptance of the school's responsibility to help the student with educational, vocational, and social decisions in a complex and changing society.

Briefly, the guidance program is intended to help the student understand his own potentialities and develop them to the full. It should also help him assess the educational and vocational opportunities that await him after graduation so that he makes the wisest choices and adjustments in choosing his role in life.

Guidance, which should permeate the whole school program, is based on the premise that each person is a unique individual with his own worth and that he can make a contribution to society if he develops his own potentialities and abilities.

An effective guidance program requires the help of all school personnel, the home, and the community. The pivot of the program, however, is the guidance counsellor who must have a sound understanding of teaching philosophy and practice. He should, himself, be mature and well integrated, a person of integrity, discretion, and understanding, and he should possess unconditional, positive respect for children. As well as these attributes and a knowledge of pedagogy, the guidance counsellor requires specialized training.

HOW GUIDANCE WORKS

The guidance worker performs two basic services in the school: group work and individual counselling. In order to perform these services, the guidance worker must keep complete records, maintain comprehensive information about educational and vocational opportunities, and establish a workable relationship with the community at large.

COUNSELLING

Counselling should be provided for the student at each stage in his development. In addition, it must be available whenever the student, himself, feels the need or when people who know him consider he needs help. In a well established guidance program, the student should automatically turn to the guidance counsellor when he needs assistance. Because the counsellor offers his help at an interview with the individual student, the interview should be the culmination of considerable preparation by the counsellor. For instance, the counsellor can gather background information about the student from some or all of these sources:

- The Ontario School Record I and II: this cumulative record folder will provide information about the child's educational growth during the school years.
- School personnel: the teachers currently working with the student, former teachers, administrators and specialists within the school may all have pertinent information.
- Parents: a conference with the student's family will often give the guidance worker useful background information.
- Community sources: social workers, psychologists, the school nurse, summertime and after-school employers, perhaps the student's doctor, can all supply information relating to the problem.
- Case conference: such a meeting might include any or all personnel mentioned previously and it would be aimed at contributing new information or helping the counsellor see old information in a new way.
- Local business, industry, and the Canada Manpower Centre: these sources would, of course, be useful for vocational plans.

The counsellor should equip himself with as much background information as possible before seeing the

student. However, he must use his own discretion in applying to any of these sources for information. If an interview with parents or social workers, for instance, convinces the student that the counsellor is on the side of authority, then the whole procedure has defeated its own purpose.

Once at the interview, the counsellor should keep several aims in mind. At all times, he must treat the student's disclosures as confidential and he should try to help the student make his own decisions as well as take responsibility for them. Ideally, the student at a counselling interview should:

- acquire an understanding about the society in which he lives
- recognize the educational and vocational opportunities available to him
- understand his abilities, his interests, his needs, his strengths and weaknesses
- plan future courses of action.

In order to achieve these aims, the counsellor must use various techniques in which he has been trained. Basically, if he is to receive the student's confidence over any long period of time, he must deserve it. Techniques by which he can show his sincere interest in the student and establish the necessary rapport might include:

- a full acceptance of the student
- listening without interrupting
- interpreting the student's pattern of growth and behaviour, strengths and weaknesses, interests, health and personality development
- reassuring
- questioning
- suggesting alternatives.

Reports

The guidance counsellor should make a record immediately following each interview. Occasionally the information may be so confidential that the counsellor will only record the fact that an interview took place.

Once in a while, an interview may reveal a situation dangerous to the student or to society. The counsellor

then must either persuade the student to pass on the information to the right quarter, or, failing that, do it himself. He must, of course, let the student know what he is doing.

Generally, however, the counsellor will incorporate a brief summary of the interview in the student's cumulative record. He should include any information concerning the student's growth and development, and possibly the purpose and plan of action of the interview. Such a report — which should be as brief and clear as possible — should be signed and dated by the counsellor.

Most of these reports will cover the interview's results — or, occasionally, the lack of them. The counselor will, in most cases, find out whether the student is carrying out his plan of action, partly to complete his report and partly to show the student his interest in developments. Sometimes this interest is enough to spur the student to increased activity.

GROUP WORK

The second facet of guidance work is the group work program which covers such topics as vocational and educational information, personal relationships, self-appraisal, or the development of potential talents. The program outlines included later in this book cover these topics, leaving each guidance worker enough scope to develop other subjects of immediate concern to his own students.

In a general way, group work discussions will fall into one of three areas: personal development, vocational planning, and educational information.

Under the heading of personal development, come such topics as:

- adjustment to new environments (this would apply particularly in the case of students in the first year of a new school)
- satisfactory relationships with others
- study skills
- positive attitudes (this is a broad field which might include almost any facet of the students' own experiences; sharing their mutual concerns and problems may help many students to solve their own difficulties).

Under the headings of vocational planning would come such subjects as:

- vocational avenues open after graduation
- the contributions made by various workers in the community
- leisure-time pursuits.

Educational information would include available courses and options in succeeding phases of education. Since the student should know where such courses and

options will lead him, this section overlaps the headings given under vocational planning.

Through an organized group program, the guidance worker will become better acquainted with the students, thus reinforcing his individual counselling.

SUPPORTING FUNCTIONS OF GUIDANCE

INVENTORY OF THE INDIVIDUAL CHILD

If counselling and group work services are to be effective, they must rest on a solid base of supporting functions. One of the most vital is the individual child's inventory. It provides information essential not only to the guidance program but also to the running of any child-centered school. It will give a brief sketch of the individual student's background, character, achievements, and aspirations. Since its information comes from many sources, it will provide a more comprehensive profile of the student. With the aid of this information, the school personnel can help the student towards self-knowledge and self-direction and also provide the kind of curriculum and instruction required.

The Ontario School Record system, already in use in the schools of Ontario, is a vehicle for the service which an inventory ought to provide.

Information can come from the following sources:

Teacher Observations

Teachers recording their observations should be factual and positive and should try to remember that this written report will follow the student for a good many years. For this reason, all such reports should be objective and free from possible misinterpretation. Information of a personal or confidential nature should only be included with the consent of students or parents.

Student Achievements

The inventory should include not only the student's academic record but also other achievements during his school career.

Interviews

The interview reports made after counselling sessions should be included in the student's cumulative record. This is discussed more fully in the section on counselling.

Standardized Inventories or Tests

Standardized tests or inventories should be included only if they are valid — that is, if they have been administered by a qualified person and if the student is

not hampered by language difficulties, emotional problems, or low reading ability. Any of these factors can distort the results of a test. Even under ideal conditions a standardized test is only justified if it leads to constructive action, either the development of a program of instruction suited to the student or an improvement in the student's ability to analyse his own aptitudes in making future plans. Test information, if properly interpreted, can also help the parent gain a clear understanding of his child as a student.

There are several kinds of standardized inventories and tests.

Tests of **learning ability** give a crude estimate of the student's capacity to succeed in school but they should be used with considerable caution. Every human personality has intangible qualities such as energy and enthusiasm which standardized tests cannot measure. Tests of learning ability, then, can measure potential but should never be used to place the student in a fixed category.

Achievement and diagnostic tests can measure information or skills and to some extent, understanding and appreciation. But here again, a note of caution is necessary. They are designed to assess the progress made in respect to one particular curriculum and therefore they must be related closely to that curriculum. Within these bounds, they can help to determine a student's needs.

Aptitude tests will help the student assess his own strengths in such fields as clerical speed, mechanical comprehension and verbal reasoning. Here again, caution is necessary. Aptitude tests are relevant to vocational and educational planning only when the differences in scores are fairly large. For this reason, counsellors should interpret the results for the student, rather than simply show him his score.

Another item often included in the battery of school tests is aimed at determining the **student's readiness** to move forward in the educational process. The most common type is the one often used to indicate a child's readiness to undertake a reading program. Factors contributing to readiness would include physical condition, maturity, and experience.

Interest inventories measure what a person likes to do. These are useful in charting a student's vocational plans but since they are subject to misinterpretation they should be used only by a trained guidance counsellor.

Another test that should be used only by trained personnel is the **personality inventory**. It has limited use in the school.

Case Conferences

The guidance counsellor may call a case conference when a student has a problem for which no solution is evident. Such a group might include teachers and principal, the school psychologist, the nurse, the school social worker, and any one else who seems to have information regarding the child. While such meetings are not called often, they can, at times, throw considerable light on certain problems. A report of such a meeting would be included in the student's inventory.

Ratings

Many guidance counsellors devise rating systems by which adults who have some connection with the student may evaluate him. There are also some commercial self-rating scales which the counsellor may adapt to the needs of his own school. As an alternative to self-rating scales, autobiographies may provide the student with a valuable means of self-appraisal. They may give the counsellor information about the pupil's background, home environment, and experiences.

Follow-ups

The guidance counsellor should maintain a complete file of follow-up surveys on students with whom he has dealt. Such information is useful to school authorities in assessing quality of both teaching and program, and it is, of course, vital to the guidance counsellor in gauging the effectiveness of the guidance program. Such files should be kept for:

- students who have needed individual counselling during the year
- students who have moved to another school or even to another section of the same school
- students who have left school without graduating
- students who have left school for more advanced education
- students who have graduated and taken a job.

The counsellor can usually get the information he needs through letters or questionnaires.

RESEARCH

Follow-up studies involve one kind of research and may well provide the basis for others. For instance, the guidance worker may be expected to give leadership in

the identification of students' needs or to help in establishing special programs.

EDUCATIONAL AND VOCATIONAL INFORMATION

A centre for up-to-date educational and vocational information is often the only basis on which the community forms its opinion of the school guidance department. Since it is upon such information that students chart their futures, it must be completely accurate.

The information centre will provide data about the educational present (that is, homework and study skills) and also about the future (courses available in elementary and secondary schools, and in post-secondary institutions, about job opportunities and job-training).

Sources

- **Guidance Centre – 371 Bloor Street West, Toronto 5**, publishes monographs on occupations, bulletin board material, and related items.
- **The Federal Department of Labour, Ottawa**, publishes monographs and bulletins on Canadian occupations and trends.
- **The National Film Board, Box 6100, Montreal**, produces filmstrips and films related to educational and vocational planning.
- **The Department of Education** produces radio programs and telecasts which provide for Group Guidance classes.
- **Additional sources:** many associations produce excellent free filmstrips, films, and related material.

Communication

The wealth of educational and vocational information available becomes effective only if it is communicated. This can be accomplished in a number of ways, both in groups and on an individual basis.

Group Settings

- Most educational and vocational information can be communicated effectively in regular Group Guidance classes. A variety of aids and presentations may be employed: filmstrips, slides, tapes, films, speakers, role-playing, panels, buzz sessions, and so on.
- Career Days or Education Days allow perhaps twenty or more guest speakers to talk about their occupations or institutions.
- Plant tours provide an opportunity for a class or group to view and find out about a cluster of occupa-

tions within an industry on location. Visits to educational institutions also provide students with both a first-hand look and the chance to discuss course details with officials in charge.

- Career expositions allow students to view a wide variety of exhibits, each staffed by knowledgeable representatives from industry, labour, and professional groups.

Individual Settings

- Counselling interviews often lead to questions about careers, avenues of further education and career choice, as well as about how to do better school work. The counsellor must have up-to-date files to which he and the student may refer.
- Files for student use should be accessible, inviting, and easy to use. Such files could be located in the guidance area, school library, or Group Guidance classroom. Several basic types of information should be included:

INFORMATION about all courses available at the secondary school level, and about the various avenues of further education, such as teachers' colleges, universities, community colleges, schools of nursing, apprenticeship, trade schools;

INFORMATION about Canadian occupations: this could be filed alphabetically, under "school subjects and related careers", and under broad industrial groupings such as "transportation";

SUGGESTIONS for effective methods of study by subject areas.

- Vocational experience, either part-time or summer employment, can add to the student's knowledge of the working world. Try-out experiences organized by school and industry serve a similar purpose. Such experiences sometimes improve a student's attitudes towards work and spark an improvement in scholastic effort.
- Vocational consultants, that is people in the community who are recognized as being successful in a particular field of endeavour and who combine accurate information with good judgment and objectivity, can prove helpful as consultants to whom individual students may be referred.
- Bulletin boards, display racks and stands in the guidance classroom, the guidance reading room, and the corridor outside the guidance area, should be used to display a variety of educational and vocational opportunities.
- An audio-visual centre may be set up in a corner of the guidance reading room or the school library, where individual students can listen to tapes, or view the "film-strip of the week" on a previewer type of machine. A

handy and clearly labelled file or rack of tapes and filmstrips would allow for a "do-it-yourself" operation.

LIAISON WITH COMMUNITY RESOURCES

A guidance counsellor should act as a link between the students and the community. Many individuals, agencies and societies can help students but the guidance counsellors must bridge the gap — telling the community about the guidance program and directing the students in need of help to the right source.

Kinds of Community Resources

- Social agencies sometimes offer specialized services not available through the school program. These might be psychological, medical, or recreational.
- Service clubs and professional organizations can help needy students financially or sometimes offer them information about certain occupations.
- Churches can sometimes help students with personal or social problems.
- Agencies such as the Canada Manpower Centre can provide specialized help.
- Personnel and public relations departments of businesses and industries can help students with vocational problems.

Part II

COURSES OF STUDY

Grades 7 and 8

The young people of today face a modern and complex society. The guidance program in Grades 7 and 8 is designed to help students prepare for a society with its increasing demands and stresses, its greater variety of opportunities, and its changing requirements for entry into educational courses and occupational fields.

AIMS OF THE GROUP WORK PROGRAM

- To provide information necessary for students and their parents to make wise educational choices
- To familiarize students with sources of occupational information
- To stress that education is a continuing process
- To provide a better understanding of the nature and importance of efficient methods of study and work skills
- To keep students informed of changing trends in the world of business and industry
- To foster favourable attitudes toward work and workers
- To promote and facilitate satisfactory transition from one level of education to the next
- To help students achieve a balance between the twin goals of maintaining their own standards on one hand and of getting along with people on the other.

SUGGESTIONS

If Group Work in Guidance is presented in Grade 7 as well as Grade 8, it will be necessary to modify certain topics in the Grade 8 curriculum. It should be noted that an addendum follows the Grade 8 course of study. It lists filmstrips along with a brief description of their contents for use in either Grade 7 or Grade 8.

The number of periods for each topic and the order of presentation are suggested, but allotted time and order of topics should remain flexible and should be altered according to the needs of the pupils, the school, and the community. Additional topics not listed in the course outline may be included where a need is apparent.

It is recommended that the principal and the guidance personnel study the advantages of block time-

tabling for part or all of the Grade 8 course. A block of time is especially helpful when presenting lessons which require close continuity in content, such as the lessons dealing with the programs and options for Grade 9.

Several "suggested activities" are given for each topic. It is expected that the group work teachers will vary the activities to stimulate maximum pupil interest and classroom participation.

Resource material is listed to give assistance to the teacher. Principals and teachers are encouraged to add to or delete from this list, as new materials become available.

Visits between classes, guest speakers, audio-visual aids, printed materials, and the many other worthwhile techniques of enrichment should supplement the inspirational leadership provided by the group guidance teacher.

GRADE 7

UNIT I

GUIDANCE SERVICES

(1 period)

Group work

to provide help in such areas as:

orientation

skills

occupational, educational, and social information
achieving

Counselling

REASONS FOR:

school work

planning for the future

social and personal problems

FEATURES OF:

arranging an interview (place, time, staff)

responsibility of students in the counselling process

confidential nature of the interview

SUGGESTED ACTIVITIES

- Slides of the activities held during previous year(s)
- Visit to the guidance area by class or individuals
- A brief review of former work done in Group Guidance classes (projects, hobbies, field trips, etc.)

UNIT II

THE NEW SCHOOL

(2 periods)

Guidance workers and teachers must help new students familiarize themselves with personnel, facilities, school

regulations, policy, and activities of the school. The earlier this is done the more effective it is.

The outline that follows does not need to be covered in its entirety. Some topics will answer the needs of one school, some of another. The teacher should make the choice.

Content

- The floor plan of the school
- School regulations and policy
- School activities
- School personnel — their roles and functions
- History and traditions of the school

SUGGESTED ACTIVITIES

- A guided tour of the school building
- Perusal of the school handbook
- Reports of former students' accomplishments
- Displays of school achievements and activities

UNIT III

THE LEARNING PROCESS

(8 periods)

To be effective, this unit needs extensive preparation by the teacher as well as active participation by the students.

Progress of Learning

WHY?

- to satisfy curiosity
- to achieve an ambition or goal
- to master a skill
- to find one's place in society

The "why" of learning can be elicited from the class. One period should be devoted to this area in order to provide background for what is to follow.

WHERE?

- at home
- at school
- at play

HOW?

- with active listening
- with active participation
- with concentration
- with repetition, drill, review, testing, re-learning, re-testing
- with regular attendance
- with punctuality
- with organization of work and time

Evaluation of Learning

WHY?

- to measure self-improvement
- to determine strengths
- to determine progress

HOW?

- observation of daily work
- assignments and projects
- tests

WHEN?

- a continuing process

WHAT?

- concepts
- skills
- attitudes

Reporting and Recording the Evaluation

TO WHOM?

- pupils
- parents
- school personnel

HOW?

- progress reports
- Ontario School Record folders
- other office records

No more than one period should be spent on this topic. The examination of blank records such as report cards and O. S. R.'s may prove useful and informative.

SUGGESTED ACTIVITIES

- Select and teach a unit of academic work, following the suggested steps from the section on how one learns. Then, teach a unit without following these suggested steps and compare the two results.
- Give a short timed test in a quiet atmosphere and then give a similar one with numerous distractions. Compare results.
- Hold two simultaneous conversations. Test listener for specific content. Follow up with similar applications of learning in school and at home.
- "Beat the clock" on an assigned piece of work.
- Develop with the class a check list of effective study skills.
- Organize discussion groups.
- Arrange bulletin board displays showing effective study skills.
- Use filmstrips, films, and tape recorders.

Audio-Visual Aids

Learning to Study — Jam Handy Organization

Effective Listening — McGraw-Hill Company

For further suggestions see "**Blueprint for Guidance in Canadian Schools**" — Chapter 7.

References

Russell — **Children's Thinking** — Ginn and Company
Wrightstone — **How To Be a Better Student** — Science Research Associates

Preston and Botel — **How to Study** — Science Research Associates

Kelner — **Learn How to Study** — Science Research Associates.

UNIT IV

"YOU"

(10 periods)

This unit on social guidance, though shown here in a block, should not be covered in ten consecutive guidance periods. The teacher must be aware of current events that might serve to introduce the topics suggested. They should not be covered by the lecture method, but by meaningful class activities. (Note suggestions below.)

Personality

WHO AM I?

- to be developed by the class to draw forth concepts about personality traits which are of concern to students

TRAITS

- honesty, tolerance, aggressiveness, tact, reliability, sociability, impulsiveness, trustfulness, hostility, frivolity, sincerity, industry, selfishness, cheerfulness, shyness, etc.

Certain of these traits could be selected for consideration of:

cause, effect, self-assessment, attitudes towards oneself and towards others, application to oneself and others

EMOTIONS

- anger, fear, hostility, jealousy, anxiety, joy, love, hate, etc.

Certain of these emotions could be selected for consideration of:

- cause, effect, self-assessment, attitudes towards oneself and others, application to oneself and others

SUGGESTED ACTIVITIES

- Pictures illustrating expressions of emotion, discussions of what may have caused these emotions
- Clippings from newspapers and magazine advertisements planned to appeal to emotions. Analyse the emotions.
- Emotional expressions in other countries. Research could be carried on in this area.
- Debates and panel discussions
- Impromptu play-acting such as role-playing, socio-drama, and court-room scenes
- Use of films and filmstrips

Audio-Visual Aids

Trumpet for the Combo — National Film Board

Developing Your Personality — Encyclopedia Britannica Films

Guidance Discussion Series — Jam Handy Organization
For further suggestions see "**Blueprint for Guidance in Canadian Schools**" — Chapter 7

References

Bennet — **Guidance and Counselling in Groups** — McGraw-Hill Company

Lifton — **Working with Groups** — John Wiley and Sons Inc.

Warters — **Group Guidance** — McGraw-Hill Company.

UNIT V

THE WORLD OF WORK

(4 periods)

Why do we work?

The following reasons will likely be suggested by class:

- a challenging new experience
- a source of prestige and social approval
- a feeling of being creative
- a feeling of being of service
- a place to meet and be with people
- a rewarding experience

With whom or what do we work?

people

groups
individuals

ideas

art
physical science
social science

things

scientific
natural
industrial

Why do we need to plan for the future?

- In-school education
- Out-of-school education
- Changing trends and demands

In order to create enthusiasm and a personal involvement, the student should select his own field of interest and expand it with the help of adults in his particular world of work. This will encourage liaison between the school and the community.

Audio-Visual Aids

Canadian Occupations Series—National Film Board
For further suggestions see “**Blueprint for Guidance in Canadian Schools**” — Chapter 7.

References

Super — **The Psychology of Careers** — Harper and Row Publishers

Hoppock — **Occupational Information** — McGraw-Hill Company

SUGGESTED ACTIVITIES

- Field trips to local business and industry.
- Interviewing workers and reporting results of the interview to the class or part of the class.
- Developing bulletin board displays in relation to classification of occupations as shown above or individual occupations.
- Preparing an occupational scrapbook.
- Panel discussions and debates.
- Use of carefully selected films and filmstrips.

UNIT VI

HOBBIES AND SPARE-TIME ACTIVITIES

(3 periods)

Why leisure-time activities?

The following reasons will likely be suggested by the class:

- to share interests with others
- to add variety to life

- to meet desire to use abilities and interests not satisfied by daily routine

What kinds of spare-time activities are available?

The following will be some suggested by the class:

- collections
- exploration (arts or crafts)
- sports and games
- research
- pets
- music
- reading
- radio and television

What factors must be considered when selecting a leisure-time activity?

- cost
- time requirement
- availability of materials and instruction
- depth of interest
- health

SUGGESTED ACTIVITIES

- Organizing hobby shows for the school.
- Reporting to the class about personal hobbies.
- Inviting people with special hobbies to speak to the class (i.e. ham radio operator).
- Field trips to special functions that display hobbies (i.e. fall fairs, exhibitions).

UNIT VII

YOU IN SOCIETY

(2-3 periods)

Responsibilities

- to self
- to family
- to friends
- to community

Behavioural Manifestations

- dress
- hair
- foods
- deportment

Communication

- with peers
- with adults

Criteria for self-evaluation

- abilities, interests, aptitudes, physical condition, environment

Success

- definition
- values and beliefs

SUGGESTED ACTIVITIES

- Group discussion
- Use of films and filmstrips

Audio-Visual Aids

Your Family and You — Jam Handy Organization
Coping With Authority — F.O.M. Filmstrips of Canada
Learning to Understand Parents — Society for Visual Education, Inc.

For further suggestions see **"Blueprint for Guidance in Canadian Schools"** — Chapter 7

UNIT VIII

LOOKING AHEAD

(1 period)

- Grade 8
- A brief introduction to secondary school branches and programs

References

Courses of Study — Ontario Department of Education.

H.S.I. — Ontario Department of Education.

GRADE 8

UNIT I

THE PURPOSE OF GUIDANCE SERVICES

(1 period)

Overview of guidance services with particular reference to:

- Group Work
- Counselling

SUGGESTED ACTIVITIES

- Mimeographed sheets outlining the program and highlights
- Class visits to the guidance area
- Slides of past year's activities
- Pictorial display of the counselling service

References

TEACHER

Elder, Brewer and Huff — **Spotlights in Guidance** — Chapter 3 — McGraw-Hill Ltd.

W. Auld and H. Stein — **The Guidance Worker** — Chapter 1 — W. J. Gage Ltd.

R. Strang and G. Morris — **Guidance in the Classroom** — Chapter 1 — Macmillan of Canada.

L. Moser and R. Moser — **Counselling and Guidance: An Exploration** — Chapter 1 — Prentice-Hall Inc.

A. J. Jones — **Principles of Guidance** — Chapter 1 — McGraw-Hill Ltd.

UNIT II

OUR CHANGING WORLD

(1 period)

Automation

- Definition

- Effects (positive, negative, future)

SUGGESTED ACTIVITIES

- Discussion
- Speaker
- Film, e.g. **What is Automation?**
- Bulletin board display — newspaper clippings, etc.

References

TEACHER

M. D. Parmenter — **You and Your Career** — The Guidance Centre

D. N. Michael — **The Next Generation** — Chapter 10 — Random House

Woodsworth and Clarke — **Youth and the Modern World** — McClelland and Stewart Ltd.

UNIT III

JOBS

(2 periods)

Spare-time Jobs for Monetary Returns

Advantages and disadvantages

Local restrictions

Responsibilities of the worker

Voluntary Community Service

Jobs in the Home

Responsibility of the individual

Personal rewards

SUGGESTED ACTIVITIES

- Student work experience report
- Speakers: circulation manager, local paper; candy striper, hospital
- Mimeographed materials (grouping local situations)
- Pictures of pupils at work

References

TEACHER

M. D. Parmenter — **You and Your Career** — Chapter 4 — The Guidance Centre

PUPIL

National Forum Foundation — **Being Teen-Agers** — Chapters 21-23 — Ryerson Press

M. D. Parmenter — **Growing Up** — Chapters 13-14 — The Guidance Centre.

UNIT IV

STUDY SKILLS

(4 periods)

Attitude

Concentration
Perseverance
Participation
Cooperation

Atmosphere

Preparation
Organization
Study headquarters
Physical surroundings

Scheduling

Aids to Learning

Memory
Reading skills
Organization and use of notes
Listening skills
Use of references and resource centres
Oral senses

SUGGESTED ACTIVITIES

- Study skills inventory
- Applications, study techniques by way of demonstrations
- Case studies
- Films
- Student projects such as personal study timetables
- Peer group presentations of successful skills
- Student-suggested study handbook
- Charts indicating the process of learning
- Visits to the library

References

TEACHER

National Forum Foundation — **Being Teen-Agers** — Chapter 14 — Ryerson Press.

B. G. Pauley — **Building for Tomorrow** — Chapter 4 — Macmillan of Canada.

New York State Counselors Association — **Tips on How to Study** — Delmar Publishers.

M. D. Parmenter — **You and Your Work Ways** — The Guidance Centre.

PUPIL

C. d'A. Gerken and Alice Kemp — **Make Your Study Hours Count** — Junior Guidance Series — Science Research Associates.

Bernice L. Neugarten and Paul J. Misner — **Getting Along in School** — Junior Guidance Series — Science Research Associates.

J. W. Wrightstone — **How To Be A Better Student** — Science Research Associates.

M. D. Parmenter — **Growing Up** — The Guidance Centre.

UNIT V

EXAMINATIONS AND TESTS

(2 periods)

- Values
- Preparation
- The examination Terminology

- Types (teacher-constructed, standardized)
- Equipment
- Mechanics of writing examinations
- Interpretation
 - Progress Report
 - Meaning to teacher, student, and parents
- Other means of evaluating pupil's progress

SUGGESTED ACTIVITIES

- Mimeographed sheets stating definition, terminology and mechanics of writing examinations
- Demonstrations with respect to standardized tests
- Opaque projector to examine the progress report
- Debates e.g. Why Tests? etc.

References

TEACHER

M. D. Parmenter — **You and Your Work Ways** — The Guidance Centre.

The New York State Counselors Association — **Tips on How to Study** — Delmar Publishers.

National Forum Foundation — **Being Teen-Agers** — Chapters 14 and 15 — Ryerson Press.

PUPIL

C. d'A. Gerken and Alice Kemp — **Make Your Study Hours Count** — Junior Guidance Series — Science Research Associates.

Joseph C. Heston — **Learning About Tests** — Junior Guidance Series — Science Research Associates.

J. W. Wrightstone — **How To Be A Better Student** — Science Research Associates.

UNIT VI

OCCUPATIONAL FAMILIES

(5 periods)

- Classifications
 - Labourer, semi-skilled or skilled
 - Technician
 - Technologist
 - Professional worker

- Interdependence of occupations in your community
 - Building a house
 - The operation of a factory, etc.
- Sources of occupational information
 - Monographs
 - Pamphlets
 - Newspapers
 - Monthly publications

SUGGESTED ACTIVITIES

- Overhead projector to explain one of the classifications
- Charts
- Job surveys using mimeographed sheets
- Planned class visits to local industries
- Occupational interest inventory test for the class
- Interview of the worker in his occupational environment
- Career days
- Role-playing

References

TEACHER

B. G. Pauley — **Building for Tomorrow** — Macmillan of Canada.

United States Dept. of Labour — **Dictionary of Occupational Titles**.

Federal Department of Labour — **Occupational Trends in Canada** — Chapter 2 — Queen's Printer.

PUPIL

The Job Family Series — Science Research Associates.

Donald E. Kitch — **Exploring the World of Jobs** — Junior Guidance Series — Science Research Associates.

Emery Stoops and Lucile Rosenheim — **Planning Your Job Future** — Junior Guidance Series — Science Research Associates.

M. D. Parmenter — **Growing Up** — The Guidance Centre.

UNIT VII

SECONDARY SCHOOL PROGRAMS

(8 periods)

- History
- Programs
 - Five-year Program (Secondary School Honour Graduation Diploma)
 - Four-year Arts and Science, Science, Technology and Trades, and Business and Commerce (Secondary School Graduation Diploma)
 - Two-year Science, Technology and Trades, Business and Commerce (Certificate of Standing)
 - Occupational Program (Certificate of Training)
 - Service Program
- Classification of occupations according to programs

SUGGESTED ACTIVITIES

- Overhead projector outlining branches and programs
- Blackboard outline of the programs as they develop
- Mimeographed charts
- Secondary school speakers addressing pupils and parents
- Class or individual student visits to the secondary school
- Grade IX student speakers
- Tapes of radio and television broadcasts
- Displays of various certificates, etc.
- Bulletin board flow charts dealing with obligatory and optional subjects and possible destinations

References

TEACHER

H.S.I. — Ontario Department of Education.
M. D. Parmenter — **You and Your Career** — The Guidance Centre.

PUPIL

M. D. Parmenter — **Growing Up** — The Guidance Centre.

Job Family Series Pamphlets — Science Research Associates

R. L. Hunt — **High School Ahead** — Junior Guidance Series — Science Research Associates.

T. Fitzgibbon — **What High School Can Do For You** — Junior Guidance Series — Science Research Associates.

UNIT VIII

SURVEY OF OTHER EDUCATIONAL OPPORTUNITIES

(1 period)

- Adult retraining programs
- Correspondence courses
- Night school
- On-the-job training

SUGGESTED ACTIVITIES

- Transparencies giving this information
- Mimeographed sheets giving this information, following a discussion

References

TEACHER

Canada Manpower Centres

Ontario Economic Council—**Skill Acceleration** — 1967.

M. D. Parmenter — **Your Further Education** — The Guidance Centre.

UNIT IX

FUTURE EDUCATION

(3 periods)

Criteria to be considered:

- Age
- Ability
- Aptitude
- Achievement
- Ambition
- Personal inventory related to above criteria

SUGGESTED ACTIVITIES

- Discussions
- Self-inventory sheets
- Radio, television, and tapes
- Case studies, sometimes dramatized by students
- Debates

References

TEACHER

M. D. Parmenter — **You and Your Career** — The Guidance Centre.

National Forum Foundation — **Being Teen-Agers** — Chapters 19 and 20 — Ryerson Press.

B. G. Pauley — **Building for Tomorrow** — Macmillan of Canada.

Better Living Booklets — **Understanding the Child** — Science Research Associates.

Better Living Booklets — **Social Growth** — Science Research Associates.

Arthur Crabtree — **You and the Law** — Holt, Rinehart and Winston.

PUPIL

Virginia Bailard — **Your Abilities** — Junior Guidance Series — Science Research Associates.

National Forum Foundation — **Being Teen-Agers** — Chapters 19 and 20 — Ryerson Press.

Solving Personal Problems Series — Science Research Associates

M. D. Parmenter — **Growing Up** — The Guidance Centre.

UNIT X

THE TEEN-AGE WORLD

(4 periods)

- Problems
- Fears
- Aspirations
 - Achievement
 - Employment
 - Acceptance
 - Belonging
- Understanding of responsibility towards:
 - Family

School
Community
Country

SUGGESTED ACTIVITIES

- Autobiography
- Case studies
- Checklist of student fears, aspirations, etc.
- Speakers
- Discussion on teen-age problems
- Debates
- Radio, newspaper articles on world affairs as they relate to the teen world today.

References

TEACHER

B. G. Pauley — **Building for Tomorrow** — Macmillan of Canada.

Better Living Booklets — **Understanding the Child Series** — Science Research Associates.

Better Living Booklets — **Social Growth Series** — Science Research Associates.

Arthur Crabtree — **You and the Law** — Holt, Rinehart and Winston.

PUPILS

Solving Personal Problems Series — Science Research Associates.

M. D. Parmenter — **Growing Up** — The Guidance Centre.

National Forum Foundation — **Being Teen-Agers** — Ryerson Press.

UNIT XI

ORIENTATION TO FURTHER EDUCATION

(4 periods)

Orientation to secondary school is a continuous process throughout the Grade 8 year. However special attention should be devoted to it during the spring term. The orientation program also includes activities that are carried on outside the classroom.

The following activities are suggested for regular group work classes:

- examination of handbook — two periods
(See Appendix A)

- visits by secondary school representatives
- discussion of the visits to secondary schools (while the classes are in session)
- activities outside the classroom (See Appendix B).

APPENDIX A

THE SCHOOL HANDBOOK

Construction Hints

- Handbook need not be elaborate.
- Annual revision is necessary.
- Elementary teachers should plan with secondary school guidance workers as consultants.
- Handbook should be concise but contain specific information.

Content

- Location and local boundaries of the school(s)
- Opening day procedures
- Sample timetable
- Floor plan
- Operational mechanics of:
 - cafeteria
 - physical education areas
 - guidance centre
 - library
 - study rooms
- Required school supplies
- Attendance procedures
- Extracurricular activities
- Students' school obligations
- Remedial assistance procedures

APPENDIX B

ORIENTATION ACTIVITIES OUTSIDE THE CLASSROOM

To help the new student make a smooth and orderly transition from elementary school to high school, and to foster good relationship between elementary and high school personnel, the following activities are suggested:

- Early in the fall, hold a joint faculty meeting to study the proposed secondary school program of studies for the following year.
- Later in the fall term, hold a "Parents' Night" at the elementary school, at which time the secondary school representatives could explain the program of studies, and systems of reporting to the parents. The principal of the elementary school should send a special invitation to the parents of the Grade 7 and 8 students.
- During the spring term, hold a joint faculty meeting to evaluate further the program of studies and the handbook, and to plan student visits to the secondary school.
- There should be an opportunity for the parents to tour the school with the Grade 7 and 8 students, preferably in the evening with high school students acting as guides. At this time parents could be informed of any changes in the program of studies.
- Careful planning, full cooperation between elementary and secondary school personnel, and periodic evaluation of the orientation program is essential in order to make the best use of available time for orientation.

REFERENCES

PROFESSIONAL BOOKS

- Donald Mortensen and Allen Schmuller — **Guidance in Today's Schools** — John Wiley & Sons Inc. (1966).
- Mollie Smart and Russell Smart — **Living and Learning With Children** — The Riverside Press (1961).
- Toronto Board of Education — **Child Growth in Guidance** — W. J. Gage & Co.
- Book 1 — Ages 4, 5 and 6.
 - Book 2 — Ages 7 and 8.
 - Book 3 — Ages 9, 10 and 11.
 - Book 4 — Ages 12 and 13.
- Bennetta Wastungtan — **Youth in Conflict** — Science Research Associates (1963).
- Don C. Charles — **Psychology of the Child in the Classroom** — Collier-Macmillan (1964).
- Ruth M. Strang and G. Morris — **Guidance in the Classroom** — Collier-Macmillan (1964).
- Elwood Chapman — **Your Attitude is Showing** — Science Research Associates (1964).
- New York (City) Board of Education — **Guidance of Children in the Elementary School** (1960)
- F. Claude Palmer — **Student Guidance** — Longmans Canada (1965).
- Margaret Bennett — **Guidance and Counselling in Groups** — McGraw-Hill Ltd. (1963).

E. W. Detjen and M. E. F. Detjen — **Elementary School Guidance** — McGraw-Hill Ltd. (1963).

Crow and Crow — **An Introduction to Guidance** — W. J. Gage Ltd. (1960).

Elder, Brewer and Huff — **Spotlights in Guidance** — McGraw-Hill Ltd. (1966).

Auld and Stein — **The Guidance Worker** — W. J. Gage Ltd. (1965).

Crow and Crow — **Child Development and Adjustment** — Collier-Macmillan (1962).

Robert Watson — **Psychology of the Child** — John Wiley and Sons (1965).

Arthur Jersild — **Child Psychology** — Prentice-Hall (1960).

Henry Maier — **Three Theories of Child Development** — Harper & Row (1965).

David H. Russell — **Children's Thinking** — Ginn & Co. (1956).

G. Gratton Kemp — **Perspectives on the Group Process** — Thomas Nelson (1964).

Redl and Wattenburg — **Mental Hygiene in Teaching** — Longmans Canada Ltd. (1959).

Hubert W. Houghton and Harold L. Munson — **Organizing Orientation Activities** — Science Research Associates Inc. (1958).

FILMSTRIPS

You and Your Growth (Physical Growth) — The Jam Handy Organization.

Your Feelings (Emotional Growth) — The Jam Handy Organization.

Using Your Time and Abilities (Mental Growth) — The Jam Handy Organization.

Making Friends (Social Growth) — The Jam Handy Organization.

Your Family and You (Social and Emotional Growth) — The Jam Handy Organization.

Looking Ahead to High School — The Jam Handy Organization.

Dating Daze (Social Growth) — The Jam Handy Organization.

Study Headquarters — The Jam Handy Organization.

Getting Down to Work — The Jam Handy Organization.

Using a Textbook — The Jam Handy Organization.

Taking Notes in Class — The Jam Handy Organization.

Giving a Book Report — The Jam Handy Organization.

Writing a Research Paper — The Jam Handy Organization.

Reviewing — The Jam Handy Organization.

Developing Your Personality — Encyclopedia Britannica Films.

Enjoying Today — Encyclopedia Britannica Films.

Trying New Things — Encyclopedia Britannica Films.

Promises are Made to Keep — Encyclopedia Britannica Films.

Thinking For Yourself — Encyclopedia Britannica Films.

Parents are People Too — The Jam Handy Organization.

Getting Along with Brothers and Sisters — The Jam Handy Organization.

Group Work in Guidance

SECONDARY SCHOOLS

INTRODUCTION

Group Work in Guidance is an essential and integral part of the Guidance program. Unfortunately, the presentation of Group Work has not always been effective. Some of the difficulty stems from an inappropriate selection of topics for a particular class or grade level; another difficulty has been the lack of a dynamic approach in the presentation of topics, but part of the difficulty may have resulted from lack of continuity in a one-period-per-week organization.

Because many of the topics require more than a one-period presentation, considerable time is frequently needed for recall and re-orientation to the topic under discussion when the topic is carried over from week to week. As a result, there is great difficulty in developing continued student interest, and the teacher finds it almost impossible to present a series of related lessons or group sessions.

It is suggested in H.S.1 (1968-69) that a more effective manner of timetabling Group Work is by providing blocks of time at each grade level. Although this publication is structured with emphasis on Grades 9 and 12, the presentation of certain topics may be more appropriate at other levels. Guidance personnel will find little difficulty developing a seventy-period program through Grades 9 to 12, utilizing topics suggested from the Grades 9 and 12 programs found in the following pages.

THE CHALLENGE OF GRADE 9

INTRODUCTION

Grade 9 is a year of decision for any student. To meet the Grade 9 student's needs at this age, the guidance counsellor must understand and appreciate his development throughout his school career. Sometimes the counsellor may have to talk to teachers, parents, or social workers who have known the child. Sometimes the school record will offer the necessary information.

Not only must the counsellor understand the child, he must have prior knowledge of the programs of study available now or in the future. Only with a thorough knowledge of both the student, and the educational and vocational avenues open, can the guidance counsellor offer sound assistance to the Grade 9 child.

At this stage, the student should have time to explore all possibilities for his future career and the Grade 9 Group Work program is intended to fill that need. The guidance counsellor can broaden the student's horizons by providing him with printed material, by organizing class visits to industry, and by arranging for guest speakers from a variety of occupations. Most important of all, however, is the leadership of the guidance counsellor himself. Most students are beginning to decide in Grade 9 what they will do with the rest of their lives. They probably need the understanding help of a guidance counsellor more than at any other stage of their school years.

The Grade 9 course outline includes six units divided into sections that are intended to answer the needs of most students. Many students, however, will have special requirements and the guidance counsellor can probably tailor the fundamental information to meet any number of special cases.

The same applies to techniques. Those outlined here will meet the needs of most students. The guidance counsellor, however, may want to use other techniques for the special circumstances that arise in almost every school.

Although the socratic teaching method is advisable in group work, where possible, there are cases where it is not the most effective means of presentation. The guidance counsellor will sometimes have to resort to information-giving devices of various kinds. The overhead projector, for instance, provides information efficiently and quickly, and affords a pleasant change of pace for the students.

Generally speaking, Grade 9 children should be encouraged to gather data and file it for themselves in their notebooks. These notes are useful later for projects or reports concerning the student's educational or vocational future.

Block timetabling, which provides for group work at crucial times in the Grade 9 year, is highly recommended. Another suggestion: where possible, small groups should meet to explore some of the topics suggested in the Grade 9 program.

UNIT I

YOUR GUIDANCE SERVICES

This section of the course should acquaint students with the guidance services available in the school. It should also:

- Increase the students' self-knowledge
- Emphasize the value of acquiring knowledge, both in school and out
- Bring students up to date on current employment trends
- Help students use their free time effectively
- Show students the importance of sound habits in health, cooperation, character, responsibility

Topic 1

AN OVERVIEW OF THE SCHOOL GUIDANCE PROGRAM

This topic will emphasize the importance of guidance services in both secondary and elementary school.

Suggested Techniques

- Brief discussion of the guidance services in elementary school to include pictorial highlights of:
Kindergarten children learning about family helpers. Key word: "Interdependence".
Grade 3 children viewing Life in Other Countries. Emphasis on "Understanding".
Grade 7 pupils learning early Canadian History — the way of life, and contributions made in developing our democratic society. Consider: "Attitudes, Enthusiasm, Goals".
- Slides showing activities arranged by the Guidance Department last year.
- The need for varied emphasis at the different grade levels — use of transparencies to show the courses available and the options offered at the various levels.
- Summary of the path followed by two or three of last year's graduates.
- Emphasis on the importance of each student making appropriate use of guidance services at the various grade levels.

Topic 2

GROUP GUIDANCE CLASSES

This section should cover the course outline for the year and emphasize its objectives. If desired, it might include

classroom procedures, special events, and student responsibilities.

Suggested Techniques

- Discuss the purpose and use of the prepared course outline.
- Stress the need for obligatory topics and the flexibility of the optional suggestions.
- Sample notebooks from last year might be shown with an invitation to visit the Information Centre to view other notebooks, projects, etc.
- Carefully selected students from Grade 10 might be invited to speak on "Last Year's Special Events in Group Guidance".
- Demonstrate the need and use of student notebooks.

Classroom procedures: varied methods of approach, the reasons for, information-giving devices, guest speakers, tapes, films, discussions, debates, with an emphasis on student participation.

Topic 3

INDIVIDUAL COUNSELLING

This topic will highlight the counselling program throughout the secondary school. Students should be acquainted with the purpose of the guidance interview and understand how to arrange an interview. Students should know about their own cumulative records. It is suggested also that the guidance counsellor explain the testing program in Grade 9.

Suggested Techniques

- Listen to a tape recording of an initial interview with a Grade 9 student. Stress that the student can always ask for an interview.
- Present a tape recording of a requested interview following examinations.
- Explain phases of counselling — **Request, Referral, Reason.**
- Emphasize the aims of helping students to help themselves. Other objectives might include: to provide accurate information, to make appropriate referrals, to utilize the resources available.
- Explain how to request an interview. Give out blank sample sheets from the Guidance Information Centre's Interview Request Book.
- Review the Interview Appointment Form itself; have students retain in notebooks for ready reference.

- Examine a blank interview write-up sheet. Discuss the need for it, and its use. Stress that the contents are kept in confidence.
- A class set of the Ontario School Record Form II might be taken into class where the students could see and discuss the new file they will develop as they progress through school.
- Students might be asked to prepare a structured or unstructured autobiography.
- Highlight the intended testing program for the current year. Give the students an explanatory sheet indicating the various types of tests. List should include: learning capacity, interests, achievement, aptitude, and an explanation of the terminology currently given by the Ontario Institute for Studies in Education.

Topic 4

THE GUIDANCE INFORMATION CENTRE

This section will describe what is available in the information centre and how students can use it.

Suggested Techniques

- Show what the Guidance Information Centre offers, distribute inventory-type list of materials available for reference and circulation in the information centre.
- Discuss why this information centre is needed.
- Discuss how students use the information centre.
- Arrange a class visit and conducted tour of the Guidance Information Centre.
- Review and explain the inventory list.
- Display and comment briefly on the newest, most interesting, and challenging materials from the Guidance Centre.
- Plan an assignment that will necessitate investigation at the Guidance Information Centre.
- Give the students blank sheets from the record book for signing out and returning materials. Clarify its location and explain how it is used. Comment on the system of circulation, time, references, use of the reading area, care of materials, etc.

UNIT II

YOU AND YOUR SCHOOL

Objectives: to show students what facilities and opportunities are available and to illustrate the effectiveness of teamwork.

Topic 1

THIS SCHOOL IS UNIQUE

Topic 1 should give the student a feeling of pride in his school as well as considerable knowledge of its history, motto, crest, colours, and song.

Suggested Techniques

- Give the students an information sheet about the school.
- Show slides of former events, and projections of activities depicted in recent yearbooks or school newspapers.
- Show newspaper items related to the school and show interesting examples from the bulletin board display in the Guidance Information Centre.
- Examine the content of the student handbook.

Topic 2

TEAMWORK

This topic follows naturally from the last one. Guidance workers should cover the questions of shared responsibility and school spirit.

If possible, this section should also touch on the school's rules and regulations.

Suggested Techniques

- Use a flowchart to show administration of school (e.g. principal, vice-principal, heads of departments, teachers, secretaries, cafeteria personnel, and custodial staff). Highlight the contribution of staff and the co-operative efforts of students.
- Show slides or a film of a school competition in sports. Note the cheerleaders, school band, and loyal supporters. Discuss the effectiveness of esprit de corps in the total atmosphere of the school and the benefits for each individual.
- Using current event items from the local newspaper, establish an understanding for the value of rules. Deductively develop a realistic view of the need for school rules.

Topic 3

THE SCHOOL'S LAYOUT AND FACILITIES

The guidance teacher will encourage the students to ask questions about the school and will also emphasize how the students can make the most use of the school's facilities.

Suggested Techniques

- This lesson might be given as the need arises at the beginning of each of the first few lessons. Some students may already be acquainted with school facilities. They should be reminded that the student handbook is a valuable, ready reference.
- The overhead projector might be used to trace the most direct routes to the various rooms. Coloured overlays could be used to designate the special areas.

Topic 4

THE TOTAL SCHOOL PROGRAM

The program is planned to provide for the physical, mental, and social development of each student. This section should concentrate on:

- an overview of courses and options
- the examination system and promotion policy
- student organizations and extracurricular activities.

Suggested Techniques

- Utilize the overhead projector, review the present school organization, i.e., branches, programs, subjects, and options.
- Explain the promotion policy, examination system, passing requirements, opportunity for recommendation, promotion meetings, the importance of staff suggestions if changes in branch or program are a concern, the possibility of summer school.
- Discuss the values of student organizations and extracurricular activities. Present a pictorial review of last year's special events.
- Invite club presidents to speak briefly to the class, or present taped interviews outlining their plans for the year.
- Highlights of club plans would provide an excellent informative assembly program. Each school organization might set up a small unit in the gymnasium, have members answer questions, explain objectives, and invite applications for membership.

UNIT III

GETTING OFF TO A GOOD START

Topic 1

THE BASIC INGREDIENTS OF SUCCESS

In this section, teachers will concentrate on student responsibilities. In addition, they might want to consider the acrostic "enthusiasm".

E energy
N notes
T time
H health
U understanding
S sincerity
I interest
A attendance
S system
M manner

Suggested Techniques

- Key words, as above, might be discussed. The students might suggest other ideas.
- Provide illustrative examples of student contribution, cooperative efforts, and examples resulting from efficient work and study methods.

Topic 2

ACHIEVING IN THE CLASSROOM

The emphasis here will be on the development of skills and techniques. It is important for each student in Grade 9 to get into the habit of organizing his work, time, and thinking. Such habits will become more important as he progresses through school.

Suggested Techniques

- Provide students with a prepared format for assignment records.
- Present an appropriate tape recording and questionnaire to assist the student in evaluating his own listening efficiency.
- A questionnaire, "How Observant Are You?" will show students the need for an alert sense of observation.
- Using transparencies, demonstrate the different types of reading. Hand out reading material at the appropriate

reading level to help students in self-evaluation of their timed efficiency.

- Discuss the design of an assignment record book.
- Listen to taped interviews with employers or invite an employer to tell the class what he looks for when hiring help. Relate these comments to the student's present "on-the-job" performance in the classroom.

Topic 3

PROFITABLE STUDY PROCEDURES

This topic should stress the difference between homework and review, and the necessity for both. Discussions along this line will lead naturally to an overview of efficient study methods and specific study techniques for different subjects. Teachers may also want to include:

- examinations — types, terminology, preparation
- self-improvement — return of examinations, report cards
- liaison with elementary schools: return of Grade 9 results

Suggested Techniques

- Emphasis should be placed on homework as "follow-up" for a completed lesson and as "preparation" for the next.
- Discuss effective review, the variety of techniques, regularity, the curve of forgetting, and the merits of overlearning.
- An efficient study method sheet might include:
 - Question card method
 - Summary
 - SQ3R — Survey, Question, Read, Recite, and Review
 - Write and Fold
 - Tape Recorder
 - Acrostic
 - Recitation
 - Question, Answer
 - Clues: words, sentences or verses
 - Overlearning
- Explain various types of study methods and demonstrate by assigning students actual experience.
- The class might discuss study procedures suggested by the teachers in special subject areas.
- Review with the class two or three sets of different types of examinations used in the previous year. These

examinations should be selected in consultation with teachers in that subject.

- Explain terminology used in examinations: compare, contrast, define, evaluate, highlight, detail, specify, correlate, summarize, relate, and interpret.
- Discuss the importance of the examination schedule, relate this to the current need for an organized study schedule.
- Consider health care, equipment, overview approach, timing, question value, and over-all effectiveness of the finished product when making suggestions for taking an examination.
- Discuss the role of the student when examinations are returned; listen, ask, modify answers, and aim for self-evaluation and analysis.
- Review the form to return results to Grade 8 teachers.

Topic 4

THE STUDENT'S OWN TIME

Since students may have different interpretations of what is their own time, guidance workers may be wise to start with a discussion of what time a teen-ager does have to himself. The class might then consider different ways to use leisure time effectively, perhaps building up a list of activities available in the school and in the community. The guidance worker should make sure that students are considering the following factors:

- diversion
- growth (mental and physical)
- insight into the future
- awareness of self and others
- possible remuneration

Suggested Techniques

- Show slides of students from the previous year engaged in free-time pursuits.
- A guest speaker who is actively engaged in an interesting sparetime activity might speak to the class.
- For a class project, students could tell the class about their own outside interests. They could make posters or show equipment to make the presentation more vivid.

UNIT IV

THE CHALLENGE OF VOCATIONAL PLANNING

Objectives

- To show students the great variety of opportunities in the world of occupations.
- To demonstrate the need for career planning.
- To emphasize realistic and practical approaches to career planning.

Topic 1

THE COMPLEXITY OF THE OCCUPATIONAL WORLD

In this section, the main emphasis should be on the broad range of occupations which await the secondary school student after graduation. Some guidance workers may also want to show students the variety of careers available in their own community.

Suggested Techniques

- Slides may awaken the student's interests in new fields. Using slides that link possible job opportunities with Grade 8 and 9 Geography may serve two purposes: to show students what varied choices they face and to spotlight the application of academic subjects to their own lives.
- Show students an expansible folder of the occupational monographs available at the Guidance Information Centre, and invite questions.
- Show pictures of people at work in the various avenues of employment in the community. Students could summarize the varied requirements indicated in the current "Help Wanted Advertisements".

Topic 2

ORGANIZATION THROUGH CLASSIFICATION

In this section of the course, the class should start with the need for occupational classification. Through study of the Classification of Occupations and the Dictionary of Occupational Titles, Grade 9 pupils will reach an important conclusion: that there are literally thousands of careers open to them. Once the students realize the scope of their future, the guidance counsellor should move on to intensive study of the following classifications, with particular reference to those meeting the students' individual needs:

Producing Occupations

- Agriculture
- Fishing
- Hunting
- Trapping
- Logging
- Mining and quarrying
- Manufacturing
- Mechanical trades
- Construction

Service Occupations

- Transportation
- Communication
- Commerce and finance
- Clerical services
- Proprietary and managerial services
- Miscellaneous services

One or more additional systems of classifications.

Suggested Techniques

- Discuss familiar examples of organization-through-classification commonly experienced by the students (e.g. the library, newspaper advertisements).
- Slides and/or pictures depicting actual on-the-job procedures could be shown.
- Students might be given an assignment requiring research in the community.
- The class might visit a local industry. Preceding the class visit, an industrial representative who will be associated with the tour might highlight for the students the various key interest areas and distribute a questionnaire to encourage students to seek important information.
- Guest speakers from occupations of special interest to the class might be invited to address the students and answer questions.
- Structure vicarious experiences — (e.g. a highway accident occurs — hospitalization is required) — have students discuss the contributions made by different personnel.
- A series of student assignments might assemble a kaleidoscopic view of workers in the community.

- A similar approach might cover one industry — the various departments, the division of labour among the workers, purchasing, production, sales, shipping, personnel, advertising, financing, research, public relations, maintenance, and protection departments. The overhead projector should be utilized to point out the internal organization. Show coloured slides illustrating workers on the job. Stress the interlocking relationships of departments and personnel.

- Another project might be to consider the various departments of a typical large hospital and discuss the division of labour among workers. Slides, overhead projector, and tape recorder will make the presentation more vivid.

Topic 3

THE IMPLICATIONS OF CHANGE

This topic might be considered under three main headings:

- Occupational changes and trends (automation, cybernetics)
- How changes affect the local community
- Responding to the impact of change

Suggested Techniques

- For an overview of occupational trends and employment opportunities, consult reliable government surveys (e.g. Supply and Demand of Technological Graduates). Use pictures to illustrate. For automation, cybernetics (interpretation and effects), consider the changes and the chain of events that follows.
- For discussion of recent change in the community, refer to local newspaper items, reports of the Industrial Commission, and the Community Planning Board's current projects. Slides or perhaps a guest from the Historical Society might highlight the many evidences of progress.
- Develop a blackboard summary of the rapid changes.
- The local coordinator of the Adult Retraining Programs or a representative from Canada Manpower Centre might discuss the need for long-range planning, and attempts that are being made to equip people to meet current needs.

Topic 4

THE NEED FOR EFFECTIVE PLANNING

Three main headings again cover the material in this section. They are:

- Planning situations in everyday life
- Planning practice as experienced by students
- The importance of vocational planning

Suggested Techniques

- Use scrapbook articles of newspaper items that indicate the results of faulty planning. Use pictures where possible.
- Discuss the evidence of planning in the local community, at school, and in the home.
- Have students highlight one or two plans they have made, and then evaluate the steps they took and suggest the changes they would make if they had a second chance.
- For vocational planning, emphasize the need for a broad, firm foundation. Discuss generalization, then specialization.

Topic 5

THE CAREER PLANNING PROCESS

To understand how to plan their careers, students must learn about themselves and the world in which they will live. This part of the course might be divided into the following sections:

- Your basic needs
 - To be accepted by others
 - To be one of the crowd
 - To achieve some success
 - To be recognized by others
- You are unique
 - Values
 - Aptitudes
 - Interests
 - Personality
 - Physical makeup and health
 - Other characteristics
- Self assessment
- Knowledge of the world of work
 - Information about the variety of occupations
 - How to study an occupation
- Match "You" to the job requirements

Suggested Techniques

- Present and discuss case studies which illustrate the basic human needs.

- The word “success” should be defined. Consider “habit” as related to drive, persistence, punctuality, dependability, and courtesy.
- Appropriate slides or a film might demonstrate the wide differences in aptitudes. Comment on the importance of capitalizing on these differences. Administer an interest inventory to show students various interests and the possibilities within each.
- Discuss case studies of events relative to Grade 9 studies in which the need for effective personality traits is abundantly evident.
- Relate the heading “physical make-up and health” to numerous on-the-job activities. Emphasize the importance of health.
- When discussing “self-assessment”, include looking at school marks, interests, the assistance available through individual counselling, part-time work experience, and home (e.g. attitudes, values, financial assistance).
- A brief review of the world of occupations as presented earlier will stress the latest changes.
- Supply each student with an occupational monograph and relate it to the prepared “check list” for studying an occupation. Ask students to find information with the aid of the “Occupational Check List” and the Guidance Information Centre.
- Encourage students to look realistically at occupations available. Emphasize the need to look at as many avenues as possible.

necessity of shared responsibility in the world of work, consequently the need to be informed in more than one specific area. Ask students to examine their own lives and recall as many people as possible on whom they depend.

- Consider the characteristics of the right job, including a feeling of accomplishment, a sense of security, and a suitable self-image.
- Key words might be “information”, “understanding”, and “appreciation”.

Topic 6

YOUR FUTURE AND CAREER PLANNING

This topic can be divided into four sections:

- Exploration, evaluation, selection
- Flexibility
- Job satisfaction
- Occupational understanding as opposed to occupational snobbery

Suggested Techniques

- This is a reinforcement of the previous topic. Stress should be placed on the need for realistic thinking and evaluation before choosing a vocation. Discussion of actual comments from dissatisfied workers will underline the necessity of careful planning.
- A brief review of the need for flexibility in connection with a subject the class is studying will point to the

UNIT V

THE CHALLENGE OF EDUCATIONAL PLANNING

This section will be aimed at helping the student understand:

- the great number of educational opportunities available
- the immediate need for educational planning
- the realistic method of educational planning

Topic 1

EDUCATION — A LIFELONG PROCESS

This part of the guidance course should cover the meaning of education and influences affecting the student's choice of education.

Suggested Techniques

- Discuss dictionary definitions of education (e.g. systematic instruction, development of character or mental powers).
- Present case studies showing incidental learning: these might include students' own experiences. Stress the parallel role of the individual in both informal and formal learning situations. Consider the educational contributions made by the individual, the home, the community, and the school.

Topic 2

OPPORTUNITIES FOR FURTHER EDUCATION

To appreciate the variety of post-secondary education, students need to see a vast assortment of literature. The following list gives the basic requirements but most guidance workers will probably have other material tailored to the needs of their own students. Most students will want such information in permanent form.

Secondary Schools

A prepared list of the special courses offered at local secondary schools: include admission requirements, subject content and nature of the courses, length, and highlights of employment opportunities.

Universities and Colleges

- A class set of "Horizons" prepared by the Department of University Affairs

- A class set of university calendars, if available, for each student to use in class
- A prepared outline of the contents of a university calendar
- Summary information which includes all the universities where last year's students are presently enrolled. Give location of the university, size, courses offered, summary of basic admission requirements, fees, living accommodation, and costs
- Subjects that can be studied in depth at university. Briefly highlight the course development itself and relate the possible opportunity for work resulting from advance study in specific fields.

Ontario Colleges of Applied Arts and Technology

- List of colleges available
- The courses offered
- Entrance requirements
- Length of courses
- Costs
- Employment possibilities in particular areas after graduation.

Schools of Nursing

- Releases from the Ontario Hospital Services Commission list hospitals in Ontario.

Teachers' Colleges

- Ontario Department of Education booklets about Teachers' Colleges list colleges in this province and give necessary information.

Institutes of Technology

- List the institutes and their location and summarize the courses offered at each. Include cost, explanation of semester or trimester system, and resulting employment possibilities.

Apprenticeships

- The local office of the Ontario Department of Labour will give up-to-date information about courses available, length, systems of pay, contract implications, and the current supply and demand for employment.

Private Schools

- Private trade schools and business colleges should

be listed. Give location, outline courses offered, and indicate how to obtain further information.

Organizations Providing Instruction

- Present copies of the list prepared by the local recreation commission if available. Otherwise develop a list by surveying the local situation.

This section of the course might also include other opportunities for further education. For instance:

- correspondence courses
- extension courses
- night school
- on-the-job training
- adult education

Suggested Techniques

- Colourful folders from various institutions present an attractive bulletin board display. The teacher can also show coloured slides of the educational centre. Include special events on the campus where possible.
- Arrange a visit from a former student currently enrolled in an educational institution or possibly from a public relations officer.
- Use prepared transparencies to illustrate the opportunities available upon graduation from these institutions.
- Give students an assignment which will require that they check through their informative materials and consult the Guidance Information Centre.
- Discuss what is meant by extension and correspondence courses. Explain and encourage students to inform parents of the services available through the Ontario Department of Education. Highlight the system used by the universities for correspondence courses.
- Using the overhead projector, present the results of a survey of the local area showing night school courses available. Arrange to have prepared lists available in the Guidance Information Centre. Discuss the opportunities for adult education on a broad basis and then apply to the local community. Present a prepared list if the established program is extensive. Include how one gets started (e.g. address, phone number, time of classes, and costs involved to the Government).

Topic 3

YOU EXPLORE EDUCATIONAL INFORMATION

Students now should be ready to find out how to get

information about educational opportunities for themselves. They will also be ready to use the data they collect. If possible, guidance workers might also want to include material on how education has changed over the past twenty years. Students will appreciate that, although they face increased demands, they also can take advantage of increasing opportunities such as community colleges.

Suggested Techniques

- Assign students a sentence-completion-type of questionnaire which requires that they consult educational material in the Guidance Information Centre.
- Show students samples of educational information available from the library, newspapers, radio, television, or informed persons. Emphasize the wide variety and stress the need for objectivity.
- Encourage students to know as much as possible about many educational avenues. Prepare a broad questionnaire about educational opportunities.
- Use slides showing classroom settings, "Then" and "Now", to illustrate progress in education. Highlight subjects on the curriculum twenty years ago — note the additions and choices now available. Contrast the teaching aids used in earlier times and the ones which they have experienced. However, be sure to respect the past as appropriate for the time and a necessary foundation for modern innovations.

Topic 4

FINANCING FURTHER EDUCATION

This part of the course fits under three main headings concerning education:

- cost
- financial aid
- financial benefits

Suggested Techniques

- Refer back to permanent information and summarize the present admission fees, length of courses, and costs of accommodation at various institutions.
- Discuss the meaning of scholarships, bursaries, and loans. Explain how students find out about what is available: in calendars, announcements, guidance bulletin board, National Student Aid Information Service.
- Review a class-set of the application forms currently used by applicants for Ontario Student Aid.

- Highlight officer training plans and other co-operative training programs, university plans, and industrial arrangements.

- Highlight the new courses that have been implemented this year. Show how these relate to the changing world of work, to technological progress, and a shorter work week.

Topic 5

EFFECTIVE EDUCATIONAL PLANNING

Many steps involved in educational planning will have been covered in the section on career planning. Because of the importance of this topic, however, many guidance workers will want to consider the subject under the following headings:

- An overview of the need for educational planning
- Immediate plans for Grade 10

Give students a prepared plan of all the courses, subjects and options to be offered next year in Grade 10.

- Long-range plans for the future

How You Plan

- Know yourself
- Know the courses and subjects available
- Know the paths to follow to achieve objectives
- Adapt yourself to the demands
- Provide for flexibility

Suggested Techniques

- Present case studies of students who have done efficient planning. Contrast these with studies where planning was overlooked. Play recorded interviews with adults who have benefited from effective planning. Students should also hear recorded interviews with adults who are realizing the gaps in their educational planning and are now seeking further education.
- Refer students to the school organization for next year in Grade 10. Invite questions and emphasize possibilities through various courses and options.
- Discuss the meaning of long-range planning as applied to familiar circumstances (e.g. the vital contributions of the Municipal Planning Board).
- Use transparencies to trace the different subject patterns from Grade 10 to graduation, and to demonstrate the career opportunities resulting from specialization in various subjects.
- Use newspaper clippings about changes in industry, science, commerce, to illustrate the demands for a sound educational background and the need for flexibility.

UNIT VI

ACCEPTING THE CHALLENGE

Topic 1

YOU BENEFIT FROM THE EXPERIENCE OF OTHERS

The purpose of this topic is to help students become more alert to what is going on around them. They will learn to understand and appreciate the accomplishments of others, and learn how important it is to listen, observe, investigate, and evaluate. The section might also include some work on "the impact of change" and the students' reaction to it.

Suggested Techniques

- Present prepared biographical sketches of people who have made outstanding contributions to society. Discuss factors in their success.
- Listen to taped interviews with former students who might recall their high school days and recommend any changes they would make.
- Invite a boy and girl from the present Grade 10 class to make any suggestions that might help new students.
- Give students brief tests for observation. For example, a bus stops at various streets. Where was the first stop it made or how many stops did it make in all? Another test might use the school as a basis.
- Ask students to interview five or six Grade 10 students to find out how they feel certain subjects compare in difficulty with the same subjects in Grade 9. Results should indicate diversity of opinion which would demonstrate the need for investigation. Discuss how students might investigate. Comment on the evaluation that should follow.
- Have students prepare brief reports on changes they have experienced since leaving Grade 8.
- Develop a blackboard summary of recent changes that have taken place in the local community.
- A class debate, "Change versus Stability", would bring out the students' reaction to change.

Topic 2

LOOKING FOR PART-TIME WORK

Suggested Techniques

- Discuss how one might locate part-time work. Consider recommendations by present employees, the news-

paper advertisements, local radio, store windows, and family contacts.

- Use the overhead projector to highlight the requirements of a good application. Examine several application formats prepared at the school with the name of the firm deleted and its nature indicated.
- Play taped job interviews. Have students pick out strengths and weaknesses in the applicant's presentation.
- Build up a blackboard summary of factors to consider when preparing for an interview. Discuss the prepared sheet of basic considerations common to all interviews. Emphasize the importance of effective follow-up after the interview.
- Have students choose a board of selection among themselves and allow them time to prepare for interviewing candidates from the class for whatever job they choose. Encourage the rest of the class to evaluate the interview techniques and the effectiveness of the responses.
- Build up a blackboard summary of the reasons for part-time work: immediate value and long-range implications. Mention volunteer work as an opportunity to develop effective working techniques. Invite students to share experiences gained in part-time work.
- Discuss the place of part-time work in the life of Grade 9 students. Illustrate their roles as students, as members of the family. Show their need to cultivate interests and diversion of activities, and if energy and schedule permit, to undertake part-time work.
- Examine case studies which contrast the effective use and abuse of part-time working privileges.
- Invite student suggestions about the availability of part-time work in the local community.

REFERENCES

TEACHERS

G. G. Kemp — **Perspectives on the Group Process** — Thomas Nelson and Sons (Canada) Ltd., 81 Curlew Drive, Don Mills, Ontario.

TEACHERS AND STUDENTS

Elder, Brewer and Huff — **Spotlights in Guidance** — McGraw-Hill Company of Canada Limited, 330 Progress Avenue, Scarborough, Ontario.

M. D. Parmenter — **Growing Up, You and Your Career, Exploring Occupations, and Success in the World of Work** — Canadian Guidance Series — Current Edition — Guidance Centre, College of Education, 371 Bloor St. W., Toronto 5, Ontario.

Teaching Aids

Excellent films and filmstrips are available from commercial, private, and industrial sources. Extreme care should be taken to preview all materials and select only those which are current and relevant. Slides produced locally also fulfil a real purpose.

Several tape recordings of Department of Education broadcasts are available. However, locally prepared tape recordings such as industrial interviews, conversations with former students, reports from guest speakers are also worthwhile. Commercial recordings (e.g. outstanding contributions made by individuals, suggestions for good work habits) can stimulate interest at key times.

Numerous pamphlets and brochures might be obtained free of charge from various private, industrial, and public service agencies. These should be previewed before accrediting them for circulation to students. Wall charts and posters are available through commercial channels, but with encouragement, Grade 9 students can prepare their own.

FOR PUPILS IN SERVICE, OCCUPATIONAL AND SPECIAL VOCATIONAL COURSES

INTRODUCTION

This course of study is designed for secondary school pupils who have limited academic ability and who are enrolled in the service, occupational, or special vocational courses.

The purpose of these courses is to provide adequate education and training to satisfy the needs of pupils who, in the opinion of a properly constituted selection committee, would benefit by a transfer to these courses in secondary school. No student should complete these courses before reaching the legal school-leaving age.

In the traditional grade promotion system of our schools, these pupils have already experienced academic failure and in addition may be physically, emotionally, or socially handicapped. They may display one or more of the following characteristics: general difficulty in the fundamentals of education, a sense of inadequacy and fear of continued failure, a lack of motivation resulting from environment, inability to relate cause and effect, general apathy, resentment, belligerence, and low standards of work and conduct.

These pupils need help in order to:

- gain confidence, understand and accept themselves, and thus improve their self-concept
- establish acceptable patterns of social conduct
- learn from and adjust to their experiences in life
- establish realistic goals
- obtain correct, up-to-date information about educational opportunities and occupations
- develop positive attitudes towards their school work and future employment
- learn how to use leisure time for enjoyment and satisfaction
- understand and appreciate other members of their immediate environment and community.

All topics of the courses should be correlated with other school subjects as well as with the needs of the pupils. Some topics in this outline may overlap courses taught in Health, Physical Education, Home Economics, and Hospital Services, and could be covered by teachers of these subjects in consultation with the guidance worker.

Special consideration should be given to block time-tabling of group work classes in order to provide adequate time at crucial periods to meet current pupil needs. For example, the extensive orientation program required by these pupils makes its most significant impact during the first two or three days of school but loses impetus when spread over several weeks in the regular one period per week allotted to group work.

Because these pupils respond best to real situations and direct, active participation, presentation techniques should be as varied and practical as possible, involving a wide variety of current materials, audio-visual aids, field trips, speakers, and other projects.

As these courses vary greatly from school to school, no grade divisions have been made in this outline, so that the course can be arranged on the basis of pupil needs and local conditions.

UNIT 1

ORIENTATION TO SECONDARY SCHOOL

The purpose of the orientation program is to help the student feel at ease as a first step towards success in school. Throughout this orientation period, all teachers should coordinate their efforts with the assistance of the Guidance Department. For example, it may be unwise to have these pupils begin secondary school by following the regular rotary system the first day of school, but rather, perhaps, spend some time in an overview of the school layout, timetables, and procedures. With this extra assistance, basic routines are quickly established before problems are encountered, leaving less urgent topics of orientation to regular weekly group work.

These pupils do not absorb material quickly, but require continual reminding until routines are firmly established. They respond best to a wide variety of unique methods of presentation.

Topic 1

LAYOUT OF SCHOOL

(Stress the fastest way to reach one's destination.)

- The home room
- Offices — principal, vice-principal, secretaries, administrator
- Cafeteria
- Lockers
- Washrooms
- Guidance office
- Gymnasium and showers
- Library
- Health room
- Classrooms on one's timetable
- Telephones
- Smoking areas
- Janitor's room
- Parking areas
- Fire exits
- Restricted or forbidden areas

Suggested Techniques

- The school handbook for these pupils must be

simple and easy to read. Maps should be clearly outlined and labelled.

- Distribute several unlabelled maps so that routes can be traced with coloured pencils.
- Take small groups on short tours to two or three areas at a time, plotting the course on a map.
- Develop a blackboard map or a large wall map for reference.
- Use overhead projector transparencies, adding overlays of each route to specific areas as discussed. In making transparencies remember that simple cartoon figures appeal to these pupils.
- Have contests to discover the shortest route to various areas. Stress the importance of following these routes when moving from room to room.
- Have an interested group of senior pupils work on a model of the school layout through the year as a shop hobby project. Involve both girls and boys. This becomes an enduring aid that may be used in the orientation program from year to year.

Topic 2

TIMETABLES

- Demonstrate how a timetable works by telling the story of a pupil's typical day. Try to inject some humour: the light approach will help relieve early tensions.
- Explain where other classes are in certain periods; for example, where the girls are when the boys are in shop periods. If practical, visit these other areas so that pupils will have some understanding of what each class is doing.
- Stress the importance of staying together as a class during timetable changes.
- Stress being on time for the next class on the timetable.
- Relate the timetable routes to the school map.
- Stress the necessity of carrying a timetable at all times.

Suggested Techniques

- Distribute a timetable to each pupil.
- Have each pupil make a pocket-sized timetable to carry at all times.
- Prepare a large wall timetable to be posted in the homeroom.

- Have a prefect or senior student guide the class for a day or two until changes become familiar.

Topic 3

SCHOOL POLICY AND PROCEDURES

Include routines for:

- Rotary system, including behaviour in hall and reporting to classes promptly
- Use and care of lockers: show location of lockers and demonstrate how to open and close locks. Have pupils practise. Stress the importance of keeping the combination of locks secret.
- Use of gymnasium and showers
- Cafeteria
- Assemblies
- Detentions
- Telephone calls
- Home room periods and dismissals
- Activity periods
- School absence, notes, admittance and late slips
- Discipline — methods of dealing with problems
- Prefect organization
- Standards of dress and grooming
- Use of health room
- Rules for smoking
- Use of buses

Suggested Techniques

- Use amusing anecdotes from other years to illustrate the need for particular rules.
- Encourage use of the school handbook as a reminder for routines. Have students find and read aloud special sections in the handbook.
- If possible, have the vice-principal speak briefly about school routines to each class or group. This is an excellent opportunity for him to establish rapport. The pupils will appreciate this special contact with an important official.
- Stress the reasons for rules in every case.
- Allow students to express themselves on questions of grooming, discipline, or other topics in which they appear to be interested.

Topic 4

GUIDANCE SERVICES

- The guidance program in secondary school
the aims and importance
- Group guidance classes
outline of the course
classroom routines
special events planned
- Counselling
how interviews are arranged
records — their use and value
- The Guidance Information Centre
materials available
how to find and use available materials
value of guidance information

Suggested Techniques

- Use slides or picture displays of previous events sponsored by the Guidance Department, perhaps career speakers, special displays or parents' night.
- Use the overhead projector to show the various courses and options about which pupils must make decisions.
- Visit the guidance office, examine all the facilities and demonstrate how to make the most effective use of materials and services.
- Build a display of interesting, eye-appealing materials from guidance information files that will appeal directly to special education students. Allow time for perusal of this material.
- Outline classroom procedures for various activities such as field trips, films, filmstrips, records, tapes, speakers, guests, discussions, etc.

Explaining Guidance Services

- Discuss the purpose of counselling: to help pupils in reaching wise decisions, to give various kinds of information about education, occupations, or community resources, and to offer various kinds of assistance when required.
- Distribute a tentative course outline and discuss the aims of the topics included but stress the flexible nature of the course to meet pupil needs and interests.
- Demonstrate how to secure an interview by having pupils fill out an interview form.
- Discuss school records, their value to the school and to the pupil. Have pupils complete an Ontario School Record form.

- Discuss the value and use of tests and the kind of tests students may encounter in secondary school.
- Assign a project requiring research of guidance materials for classroom presentation.
- Demonstrate the procedure for borrowing and returning guidance materials.

Topic 5

SCHOOL PERSONNEL

- How to make introductions
- Introduction of class members on first day
- Introduction of staff and other personnel
 - tell who they are
 - explain their role in the school
 - discuss the appropriate relationship of students with various school personnel
 - discuss the proper way of addressing school personnel
- Include in introduction:
 - principal
 - vice-principal
 - guidance head and teachers
 - counsellors
 - teachers involved in school activities
 - home-room teachers
 - subject teachers
 - librarian
 - nurse
 - secretaries
 - janitors
 - cafeteria staff
 - bus drivers

Suggested Techniques

- Use a tape recording of two or three different types of introduction.
- Have each pupil learn something about his neighbour, then introduce him to class.
- Have several important members of school staff visit the class and briefly introduce themselves.
- Make a "rogues' gallery" of staff pictures that can be left up on the bulletin board (use yearbook).
- Relate amusing anecdotes about personnel whom you wish the class to remember.
- Role-play proper ways of addressing school personnel.

- Play tape recordings of voices of various personnel. Have pupils try to find to whom the voice belongs.

Topic 6

EDUCATIONAL OPPORTUNITIES

This topic will be considered in greater depth later in the course. The primary need is for immediate acceptance of the course by the pupil. Discuss:

- the values of this course to the pupil
- the importance and value of each subject on the curriculum
- educational opportunities in the school, the various courses in the school and their ultimate goals
- various types of special education courses, their role in the community and their value for the pupil
- ways of getting the most out of the special courses which the student is taking.

Suggested Techniques

- Have teachers introduce their subjects enthusiastically, showing its relationship to the total course.
- Encourage the pupil to make a realistic appraisal of special education courses.
- Use tape recordings of graduates now working in the community and using their special training.
- Have a graduate visit the class, and explain how the course has helped him in his work.
- Have pupils make a wall chart of the various courses in the school, showing the occupational goals of each course. Stress the special importance of jobs in the service industry to people in the community.
- Using filmstrips or slides of previous groups working in various shop areas, relate to job opportunities in the community.

Topic 7

CO-CURRICULAR AND SOCIAL ACTIVITIES IN THE SCHOOL

There is a reluctance on the part of many students to take part in the co-curricular and social activities of the school. The following topics when introduced may create a greater interest:

- Developing pride in the school
- Participating in activities as a beginning to individual achievement

- Developing self-esteem through success in activities and hobbies
- Developing resources for wise use of leisure time
- Developing team spirit and support for group effort in school leading to community responsibility in the future
- Joining available activities — athletic, musical, dramatic, artistic, literary
- Understanding the value of participation in activities to pupil, the school, the community, and society as a whole
- Appreciating the potential for enjoyment, profit, and personal achievement in hobbies and special skills.

Suggested Techniques

- Play recordings or films of school events or victories.
- Have pupils keep a scrap book of articles about school activities.
- Encourage support for school activities through short talks given by key students in the school.
- Have student write articles for local or school paper about school activities or classroom projects.
- Invite people from the community into the classroom to demonstrate hobbies and crafts.
- Have pupils bring their own crafts or hobbies to school.
- Visit a profitable business that began as a hobby. Other teachers on the staff may help.
- Organize a craft club where students can develop skills.
- Attend school sports events as a class unit.
- Involve the class in promotion of school events by such activities as selling tickets or making costumes.

UNIT II

PERSONAL AND SOCIAL DEVELOPMENT

Introduction

The purpose of this unit is to help the pupil develop an awareness of:

- the relationship of physical well-being to personal, social, and vocational progress
- the relationship of his own feelings with those of others
- the need for an understanding of his emotions and their causes, and for the means to cope with them
- the need to relate adequately to his environment
- the need for an acceptable standard of conduct leading to good citizenship
- the value of practical patterns of good mental health.

The program should promote in the pupil a sense of adequacy, security, self-esteem, and emotional maturity.

Topic 1

PHYSICAL DEVELOPMENT

- Study of human development: the relationship of physical growth to emotional and social development from babyhood with its selfish dependence through to adulthood and responsible independence
- The effect of physical changes in adolescence on social behaviour
- Heredity and environment: the acceptance of inherited physical factors that cannot be changed
- The effect of improved environmental conditions on physical development
- Physical handicaps: developing an understanding and sympathy for those less fortunate
- Understanding how nature balances attributes, skills, and senses to help compensate for handicaps
- Understanding that no one is perfect, and that everyone is handicapped in some way

Suggested Techniques

- This section of the guidance program may overlap with classes in Physical Education, Home Economics, or Hospital Care. It will be necessary to correlate the program with teachers in these areas. The personnel of the local health unit will assist with free materials and other resources.

- The film "Everybody's Handicapped" may be used to discuss physical and mental differences.
- Students may visit social agencies operated for the handicapped.
- Relate heredity and environment to the discovery and development of skills.
- Relate environment to home-study problems and social problems. A social worker may be helpful.
- A variety of films, filmstrips, and posters are available from the Department of National Health and Welfare, National Film Board, and the Canadian Mental Health Association.

Topic 2

EMOTIONAL DEVELOPMENT

- What are emotions?
- Cause of individual emotions
- The control of emotions
- How emotions affect our personality
- Positive and negative attitudes which result from emotional conditioning
- Rules for good mental health
- Sources of help for emotional problems

Suggested Techniques

- Use situation stories, case histories, and open-end films in which emotions or feelings are illustrated and discussed.
- Role-playing will bring out various social or personal problems. (socio-dramas).
- A series of pictures of facial expressions demonstrating various emotions are excellent stimulants in a lesson on "Feelings".

Teaching Aids

- Films and filmstrips are available from the National Film Board, local film libraries, Departments of Health and Welfare at the provincial and federal levels, and other various community agencies.
- Pamphlets are available from the Canadian Mental Health Association, the Department of National Health and Welfare, and Science Research Associates.

Topic 3

SOCIAL DEVELOPMENT

The Family Unit

This section could include the question of getting along with the rest of the family, promoting family unity, and solving home problems. The guidance worker may also want to touch on the problems created by the working mother, the responsibilities of each family member, and the physical, moral, and emotional climate needed to make a happy home.

Getting Along With Others

The class might discuss problems of dating and early marriage. The counsellor may also want to discuss how much responsibility one person has to another and possibly the question of getting along with school-mates, employers, and so on.

Citizenship

This heading should cover obligations, privileges, voting procedures, and a general understanding of how the law affects the individual.

Etiquette

This is a subject of considerable interest to teen-age students. It should include a general discussion of the place of good manners in our society and also of how the specific rules of good manners are involved. There may also be some discussion of what to do and what to say in certain situations where students are not sure of themselves, e. g., introductions, telephone manners.

Grooming

Students might consider the effects of grooming on health, self-esteem and success in certain jobs. They might also discuss appropriate grooming for specific occasions.

Leisure Time

The constructive use of leisure time in today's society is of great importance to the 20th century citizen. The class might discuss crafts and skills developed for pleasure or monetary gain, recreation centres, courses that develop wider interests, further education, sports, church and service club activities, cultural centres, charitable activities, and libraries.

Suggested Techniques

- Many filmstrips, films, pamphlets, articles, tapes, and records are available to promote discussion.
- Invite a magistrate, police officer, probation officer, or judge to speak.
- Visit a courtroom during a trial to show the processes of the law at work.
- Service clubs supply booklets called "You and the Law".
- Make a survey of community resources.
- Use role-playing with students participating.
- Visit craft and recreation centres.
- Promote school clubs.
- Have students set up a craft display.
- Invite speakers to give demonstrations of craft work.
- Correlate crafts with shop program.
- Organize fashion shows.
- Examine current publications.

UNIT III

EDUCATIONAL DEVELOPMENT

The pupils in these courses come to secondary school with limited academic success. Sometimes a feeling of inferiority engendered by grade failures has dampened enthusiasm for their new program. These students have only a limited number of school years in which to develop a sense of criticism and curiosity that will lead to a continuing educational growth throughout their lives.

The purpose of this section is to present all avenues of learning open to them before and after they graduate.

Topic 1

HOW TO GET THE MOST OUT OF SCHOOL

Self-assessment by the pupil

Explanation, importance, and use of:

- School resources
 - Ontario School Records and Student Information forms
 - standardized achievement, aptitude and learning capacity tests
 - school tests: multiple choice, true or false, subjective, objective, matching, completion, and re-arrangement projects
 - handwriting
- Pupil resources
 - skills
 - hobbies and interests
 - strengths and weaknesses
 - goals
 - attitude
 - health
- How to learn in class
 - good attendance
 - listening
 - class participation
 - keeping good notes
 - learning how to give and follow instructions
 - being curious
 - thinking critically
 - the use of all senses

- How to benefit in other ways at school
developing school spirit and pride
entering school activities
making friends at school
achievement

Suggested Techniques

- The Science Research Associates booklet, **Learning About Tests**, is helpful.
- Students might fill in an O.S.R. card during a group guidance session. In an individual counselling interview the self-assessment could then be compared to the school record to help set up more realistic goals.
- Introduce samples of teacher-made school tests to illustrate how they are answered and evaluated.
- Have students complete a teacher-made rating form to assist students in assessing their resources.
- Introduce one or two projects by former students to illustrate the quality, scope and value of projects.
- Many filmstrips and records are available on the topic of developing learning skills.
- Actual examples to test and prove the above points speak more clearly than a lecture. Attendance cards both good and bad, with corresponding class results could be used as illustrations.
- To illustrate the advantages in developing good listening skills and in giving directions clearly, a few simple directions for an unfamiliar task from a printed exposition are whispered into the ear of a student (e.g., how to plant an avocado seed). Those directions, in turn, are whispered to his neighbour, who passes it on to another. The last student then writes his message on the board, and the class can compare it to the original printed message. Usually there is no resemblance. This will show students the need for clear communication and concentrated listening.
- Each school will have its own collection of certificates, awards, films, year-books, clubs and successful student-examples that will make the pupils realize they can earn the respect of the community.
- Newspaper articles on past school achievements can be displayed on a bulletin board.
- Honour pins can be presented at an assembly to students who have brought honour to themselves and the school in any field.
- Commencement exercises for the graduates give the students a sense of accomplishment.
- Participation in a student council, with the election procedures paralleling those of a real parliament helps

the student to look on himself as a contributing member of the student-body.

Topic 2

WHY EACH SUBJECT IS ON THE COURSE

- What is an education?
- How do the subjects in this course combine to create an educated person?
- How does attitude towards each subject and its teacher affect learning?

Suggested Techniques

- This topic is a reinforcement of the subject teacher's aims and is presented after consultation with the teacher involved.
- An excellent set of **School Subject — Occupation Posters, Set "A"** showing the value of each subject can be obtained from the Guidance Centre.
- A pantomime of the right and wrong ways of studying can be amusingly presented at an assembly by the students.
- A cardboard figure of a man can be cut into sections, each representing a subject in the course. As each subject's value is proven, this jig-saw puzzle can be assembled until the whole man, an educated person, is complete.

Topic 3

STUDY HABITS AT HOME AND SCHOOL

- immediate goals and how to achieve them
- long-range goals
- efficient ways to read and to learn
- concentration
- knowing how to use time wisely
- knowing how to prepare for examinations
- homework — why? how? when? where?
- making useful notes
- keeping up with the work
- getting help from teachers
- establishing a home-study area
- developing a sense of responsibility
- self-discipline

Suggested Techniques

- Many audio-visual aids deal with this topic. These should be of modern vintage.
- The booklet, **Make Your Study Hours Count**, Science Research Associates, contains many helpful hints.
- Two short, timed, parallel, mechanical arithmetic tests could be administered under different conditions. A comparison of the results would illustrate the need for concentration and an efficient study area.
- To help the student discover how he learns most efficiently, the class could draw or write about something familiar (e.g., the telephone dial). Very rarely does anyone get this correct, so the task is to learn it before the next lesson. The various approaches used by the students to learn this assignment and the efficiency of each method could then be discussed.

Topic 4

EDUCATIONAL OPPORTUNITIES

- an outline of the work covered in each option and the job opportunities for the graduate of each option
- a guide to help the pupil choose the option that is best suited to his abilities
- the work-experience program
- circumstances by which a pupil may transfer to a program in another branch or school

In the Future

- for yourself
- for your children
- night school
- business colleges
- private trade schools
- government education centres such as Provincial Institute of Trades and Occupations
- Adult Education and Counselling Centres
- Adult Training Branch
- Manpower's Special Services section
- on-the-job training
- apprenticeship
- correspondence courses
- the advantage and disadvantage of each of the above

- informal education offered in the community such as recreation centres, churches, clubs, social planning councils, Y.M. & Y.W.C.A.'s, University Women's Clubs, Home and School Clubs
- financing further education in apprenticeships, on-the-job training, adult retraining
- educational rewards — the returns from a learned skill or trade

Suggested Techniques

- Brochures and pamphlets
- Visits to the various "Open House" nights and to shop areas
- Slides, films, photographs and bulletin board displays
- Monographs, aptitude and interest tests
- Career nights, speakers and school graduates from each option, and public relations officers from educational institutions to address the student body
- A reference to Orwell's book, "1984", or some other prophecy of the future, to stimulate discussion
- Discussion of ungraded and permissive schools
- Radio and TV programs and current publications
- The library, newspapers, radio, television and any other aids available that will help to bring accurate information to the interested pupil
- Class visits to institutes of further learning
- A feeling that graduates are always welcome to come back to the guidance centre in their school for further information
- **Blueprint for Guidance in Canadian Schools**, 1967-72 Edition, by Morgan Parmenter, M.A., a comprehensive list of resources.

UNIT IV

VOCATIONAL DEVELOPMENT

The aims of this unit are:

- to give pupils a sense of worth and dignity in the service occupations
- to explore specific job opportunities available to graduates of these special classes
- to show pupils their personal employment potential
- to learn about the work of others in the community
- to show pupils their responsibility to employers, fellow employees, labour organizations, and the business community
- to give pupils up-to-date information about the complex regulations that govern the labour force and the results of continuing technological change
- to show students what will soon be expected of them in the working world

Topic 1

EXPLORING JOB OPPORTUNITIES

- Assess job opportunities in the community, in neighbouring communities, and in distant communities. Discuss various types of employment in the community.
- Emphasize the importance and dignity of service occupations. Outline opportunities for owning a business and the responsibilities for the owner in a barber shop or a shoe repair shop.
- Talk about unusual jobs such as answering service, driver, auctioneer, wigmaker, taxi driver.
- Point out employment opportunities that develop from hobbies and part-time work.

Suggested Techniques

- Use current newspapers, "want ads", and trade publications, both local and from distant areas to explore job opportunities.
- Visit plants and other areas of possible employment to help pupils to see the performance of various occupations.
- Have students make an employment survey in the community.
- Plan a trip to the Manpower Centre to introduce pupils to the type of job information available there.
- Use films, filmstrips, and employment posters.

In exploring jobs within the reach of occupational students, it is sometimes useful to have them list on the blackboard their fathers' occupations. By close scrutiny of these, usually the students see that most of their parents' interests are in the service trades.

Topic 2

FINDING INFORMATION ABOUT SPECIFIC JOBS

- interviews with workers
- talking with parents about their jobs
- talking to employers
- seeing people at work
- talking to counsellors and teachers
- talking to special placement officers
- becoming aware of new plants in the community, and the jobs they provide
- television, radio, and newspapers
- books
- monographs from the guidance office and library
- filmstrips
- Yellow Pages of the telephone book

Suggested Techniques

- Invite speakers from service clubs, industry, and employment agencies to describe job opportunities and arouse interest in various fields of employment.
- Invite successful graduates of this program to describe their present employment.
- Invite companies to write job descriptions in the form of simple monographs that can be used in the classroom.
- Use tape recordings of interviews with workers or employers describing the nature of certain jobs and the requirements.
- Have students report on summer jobs and work-experience programs.
- Promote the use of the facilities offered in the school by the Guidance Department.
- Use the daily newspapers for job research.

Topic 3

HOW TO LOCATE A JOB

- Use of the news media

- Recognition of “crooked ads”
- Use of the Manpower Centre
- Use of private employment agencies
- Use of the school and its staff
- Use of various businessmen’s associations
- Use of organizations or personal contacts
- Creating a job for oneself

Suggested Techniques

- Special lessons in which pupils develop their own methods of locating jobs
- A visit from Manpower counsellors or personnel managers
- Evaluation of newspaper advertisements to locate job opportunities

Topic 4

APPRAISING THE JOB

- Education, special training, and physical factors required
- Features of a good job—a chance to learn, to grow, to advance, to achieve security
- Qualities an employer looks for in an employee
- Qualities a prospective employee looks for in an employer
- Fringe benefits the prospective employee looks for in a job, such as holidays, insurance, pension, promotion

Suggested Techniques

- Have students make a survey of the requirements and special demands of jobs in which they are interested.
- Invite an employer to speak about his expectations of an employee.

Topic 5

HOW TO APPLY

- Preparation — “do’s” and “don’ts”
- Grooming
- Application forms — practice in spelling, neatness, accuracy in writing

- Letters of application
- The interview
- Follow-up of the interview — why some applicants fail
- Telephone interviews
- Tests used by personnel departments, and their use; assist pupils with suggestions for writing such tests.

Suggested Techniques

- Use of various booklets — “How to Apply”, etc. issued by the Manpower Department and various insurance companies
- Inviting an employer or a personnel manager into the classroom to role-play job interviews — with pupil evaluations
- Use of socio-dramas
- Use of taped interviews
- Introducing students to various types of application forms

Topic 6

PROBLEMS OF THE NEW WORKER

- Getting started
- Keeping the job
- Getting used to the new job
- Being happy at work
- Adjusting to living away from home

Discussion of the above items includes adjusting to the work, hours, working conditions, employee regulations, privileges, responsibilities. The pupil should be aware of what the employer looks for, how to get along with other employees, and developing good work habits. He should be aware of the importance of relationships with fellow employees, especially older workers. He should also seek opportunities to learn about the job and the industry thoroughly.

Suggested Techniques

- Act out real life situations.
- Booklets and pamphlets are available from a variety of sources, e.g. Manpower Centres.
- Special classroom lessons could emphasize success on the job — “the ladder of success”.

- Invite a former student to discuss his problems when he began his career.

Topic 7

WHAT AN EMPLOYEE SHOULD KNOW

- Special benefits — pension plans, group insurance, medical and sick benefit plans, hospitalization, unemployment insurance, workmen's compensation, credit unions, company recreational facilities, paid vacations
- Labour organizations — unions, federations
- Labour legislation — provincial labour standards, Minimum Wage Act, Industrial Standards Act, hours of work and vacation with pay, Fair Employment Practices Act
- Apprenticeship plans — regulations and legislation

Suggested Techniques

- A variety of printed material is available on company plans and labour legislation. This could be distributed to pupils.
- Various resource persons might discuss company and union plans with the class.
- A representative of the Department of Labour could speak to the class and distribute printed material.

Topic 8

THE PAY CHEQUE

- Pay deductions
- Banking
- Instalment buying
- Income tax forms

Suggested Techniques

- Forums and debates on instalment buying may be instituted.
- Pupils may be encouraged to plan their own personal budgets.
- Banking forms and other related forms are easily obtained for use in classrooms.

Topic 9

OTHER WORKERS IN THE COMMUNITY

Pupils should be encouraged to learn about other occupations:

- Professionals — doctors, lawyers, social workers, teachers, etc.
- Service occupations and semi-professional workers
- Workers from industry

Pupils should be encouraged to investigate the whole field of occupations following the breakdown of occupations in the most recent census.

Suggested Techniques

- Guidance workbooks which describe occupations in detail
- Visitors from industry
- Visits to industry
- Careers expositions or career days
- Monographs

GRADE 12

INTRODUCTION

“Know thyself” is fundamental to the learning process. This is the basic concept on which the Grade 12 group guidance course of study is based. All school guidance programs must be directed toward the student’s self-realization. The guidance worker must:

- be aware of each individual’s growth and development
- be ready to assist each individual to identify and accept his strengths and his weaknesses and to recognize his pattern of behaviour
- be capable of helping each individual to establish realistic life goals.

Because the student’s needs, contributions to the group, and life pattern are different, he must be helped to recognize and respect his own individuality and that of others. Therefore, a guidance program must help the individual student towards:

Self-appraisal

The first task of group guidance in Grade 12 is to assist the student to appraise himself as objectively as possible. The student should assess his interests, abilities, aptitudes, personal characteristics, attitudes, and values. For instance he may draw up his own personal profile based upon recorded interests, aptitudes, mental ability ratings, teachers’ assessments, and standings in various subjects. Later in the year, other results may be added to this list.

As time goes on, changes in the profile will occur because the individual is constantly developing. Such development may be accelerated by comparing the new profile with one given at an earlier level. These changes, when they are entered on the profile chart, may show that he is developing and progressing.

Self-understanding

Self-appraisal helps the student to assess himself objectively and critically, while self-understanding lies in his ability to use such an assessment. Throughout the program, the student should be reminded that the study of educational opportunities, or of social, economic, or technological trends will have greatest meaning for him if each area is viewed in reference to his individual characteristics and needs.

Self-direction

The primary objective of all education is for each student to direct himself towards realistic goals. Each student must determine for himself what his goals shall be: whether in the field of education, of careers, of leisure time, or of any other.

The emphasis should always be on the development of the student and on his reactions and his needs, rather than on the subject matter or the course of study. Consequently, the methods must be linked to a student’s needs and a variety of activities must be planned.

In dealing with any topic whether it belongs to personal, educational, or vocational guidance, the student should be inspired to ask:

- “Where am I?”
- “Where am I going?”
- “What is my potential?”
- “How can I fulfil my potential?”

Educational and Vocational Guidance

The need for further education for both the four-year and five-year student is becoming more evident each year. Thus, it is important to provide each student with information about all educational avenues.

In career planning, the whole spectrum must be considered. Because of the number of jobs available, and because that number increases daily, time can rarely be spared in the classroom to consider an individual occupation except to illustrate some general considerations. However, each student should be required to study the careers that appeal to him as an individual. To accomplish this, there should be a close link between the group work classroom, the Guidance Information Centre, and the resources in the community. The student may obtain further information from reading monographs, pamphlets, charts, calendars, and from community visits. The counselling process should reinforce the student’s self-understanding for exploration of education and occupational choices.

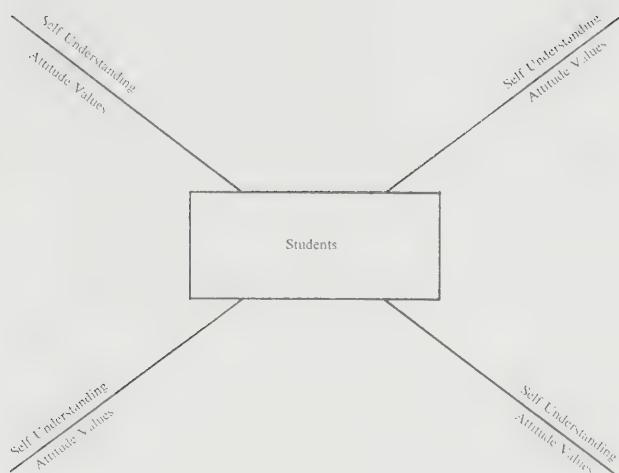
Each unit is divided into several topics. Suggested methods of approach and lists of references and sources are listed for each topic.

Unit I

INTRODUCTION

Where am I?

- Grade 12
- four or five-year
- year of decision (Primary)



- Colleges of Art, Forestry
- Nursing school
- Business school
- Private school
- Apprenticeship courses
- Other

How can I fulfil my potential?

- Scholarships
- Bursaries
- Parents
- Local aids
- Government aids
- Summer work
- Other

What is my potential ?

Tests

- SATO
- SAT
- APT
- INT
- L.C.
- Achievement

Where am I going ?

- Grade 13 — Special Courses
- University
- College of Applied Arts and Technology
- Teachers' College
- Institute of Technology (nursing, X-ray, lab., etc.)
- Vocational Centre
- Diploma Course — Guelph

UNIT II

STUDY OF SELF

A student must be brought to a level of understanding where he knows his potential. What is his potential? This is one of the major questions that should be considered in order that the student gains self-understanding and is able to make a wise investigation of educational and career opportunities. Such a self-analysis must be accomplished through a variety of activities:

- Analysis of self-profiles
- Test interpretation
- Discussion of values and attitudes

Topic 1

PLANNING A SELF-PROFILE BOOKLET

What a self-profile booklet should include:

- Academic performance
- Interests
- Aptitudes
- Assessment of personal values, attitudes, and personality traits by means of case studies, one profile sheet for each item.

Suggested Activities

- Use of transparencies or handouts to display and discuss imaginary profiles
- Handout — personal profile chart

Topic 2

- Evaluation of strengths and weaknesses in past performance
- Development of student self-pattern in relation to strengths and weaknesses in various subjects
- Consideration by the student how his school record can affect his educational and career plans

Suggested Activities

- Use handout profile.
- Have students record past performance.
- Let students evaluate strengths and weaknesses.
- Discuss how school record can affect his future choices in educational institutions and in career planning.

Topic 3

INTEREST INVENTORY

- Administration
- Scoring
- Test profile

Suggested Activities

- Relate interest areas to educational paths and career choice.
- Transfer interest areas to profile.

Topic 4

SATO — TEST

- Prepare students for test.
- Administer test.
- Interpret.

Suggested Activities

As suggested for SATO students' handbook and teachers' manual.

Topic 5

APTITUDE TESTS

As for SATO

Topic 6

PERSONALITY TRAITS

- Use of self-rating charts

Suggested Activities

Panel discussion of desirable and undesirable personality traits

Topic 7

FORMATION OF SUMMARY PROFILE

- Enter summary from each individual profile on summary profile.

See Addendum for Profile Booklet suggestion.

UNIT III

EDUCATIONAL PLANNING

Each student must be able to determine what his educational goals will be. Therefore, it is necessary to provide each one with accurate and up-to-date information about post-secondary school educational opportunities.

Each group work teacher must recognize the needs of his particular group and plan the number of periods on each topic in conjunction with the students' needs. Though certain topics will be covered more intensively with some groups, it is felt that all Grade 12 students should be made aware of the post-secondary school educational opportunities. A variety of methods and activities listed below will give the teacher scope to develop or modify one that will work most effectively with his particular group. In addition to the resources listed at the end of the topics, a bibliography has been provided at the end of the outline. Since changes in post-secondary educational opportunities occur so frequently, it is absolutely mandatory that the group work teacher provides accurate and up-to-date resource materials.

It is recommended that many of the topics suggested may be covered in large group presentations or conversely in small group seminars. A combination of both approaches has proven to be most effective.

Topic 1

PLANNING FOR GRADE 13

- Secondary School Graduation Diploma
- Secondary School Honour Graduation Diploma
- The Grade 13 Program

Suggested Activities

- Use handout or overhead projector to illustrate the requirements and details of the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma.
- Describe the Grade 13 options by use of overhead projector or handouts.
- Organize a panel of Grade 13 pupils to talk to Grade 12 classes.
- Invite various Grade 13 teachers to describe the demands of the various Grade 13 subjects.
- Bring in class sets of last year's Grade 13 option sheets. Allow pupils to fill them out in groups of four to six, followed by discussion.

Resource materials

- Circular H.S.1
- Grade 13 option sheets

Topic 2

PLANNING FOR UNIVERSITY

- Locality and background
- Academic programs
- The college calendar
- Admission procedures
- Cost
- Campus life, living accommodation, leisure-time activities, clubs and organizations

Suggested Activities

- Use overhead projector with map of Ontario to show location of each university.
- Use overhead projector or handouts to illustrate the requirements, courses, and subjects of a typical university. Explain carefully the difference between the general and honour courses.
- Provide students with names and addresses of all universities in Canada.
- Using a class set of university calendars, illustrate how to study a calendar. Provide exercises to ensure that the students are able to understand them.
- Obtain movies or filmstrips from one or two of the universities which can be used to show the difference between high school and university teaching methods.
- Invite graduates attending university to speak to students.
- Organize a "University Night".
- Plan a trip for your students to a nearby university campus.

Resource materials

- University calendars
- **Horizons** — Department of University Affairs
- M. D. Parmenter — **You and University** — The Guidance Centre
- M. D. Parmenter — **Your Further Education** — The Guidance Centre

Topic 3

PLANNING FOR TEACHERS' COLLEGE OR A COLLEGE OF EDUCATION

- Opportunities in teaching
- Location of nearest teachers' college or college of education
- Admission requirements
 - personality characteristics
 - academic requirements
- Cost
- Programs available
- Teaching certificates
- The role of the teacher in our society

Suggested Activities

- Invite a representative from a teacher training institution to speak to interested students.
- Organize a visit to a nearby teachers' college and/or college of education.
- Study brochures and calendars related to institutions concerned.

Resource materials

- Booklet, **Teaching in Elementary Schools** — Ontario Department of Education
- Calendars of the various teachers' colleges and colleges of education
- M. D. Parmenter — **You and University** — The Guidance Centre
- M. D. Parmenter — **Your Further Education** — The Guidance Centre

Topic 4

THE OTHER POST-SECONDARY SCHOOLS AND COLLEGES

Each can be studied by following the suggested outline shown below. This outline can be applied to colleges of applied arts and technology, American junior colleges, hospital schools including schools of nursing, polytechnical institutes, and other such institutions.

The general ignorance of the public about post-secondary school institutions other than universities is such that it is considered wise to present, in part at least, some information to the Grade 12 students about all such institutions. Those students who have a particular interest or inclination towards any one of the institutions

should be provided an opportunity to investigate their area of interest carefully.

Physical characteristics

- Kinds of communities in which such institutions are located
- History
- Economic resources
- Size

Structure

- Number and kinds of departments
- Organization within departments
- Calendar of school year
- Control and financing
 - civil
 - denominational
- Personnel
- Quality of teaching staff, special services available including residences, food services, health services, counselling services, placement services, etc.
- Fees and financial aids
- Type of student body
 - sex, race, religion, geographic range, social and economic background, intellectual attitudes of students, number of local students attending, etc.
- Extracurricular programs
- General character of the institution
 - values — intellectual, moral, and social point of view promoted by the institution
 - images — what informed people and the general public think

Suggested Activities

- Invite a representative from the institution to address the class.
- Organize a visit to the institution.
- Use an overhead projector or handouts to illustrate courses, subjects, requirements, etc.

Topic 5

PLANNING FOR APPRENTICESHIP

The following planned detail can be used in conjunction with booklets and pamphlets issued by the Provincial Department of Labour and other sources

- Areas, designated, industrial
- Application forms
- Qualifications — age, education
- Other school requirements
- Length of course
- Contract
- Transfer
- Certificate of Apprenticeship
- Certificate of Qualification

Suggested Activities

- Show an overhead or board outline supplemented by a handout illustrating the various apprenticeships, their requirements, and length.
- Discuss apprenticeship contracts and their importance. Use sample contract as basis for discussion.
- Suggest that interested students write the Department of Labor for material or get in touch with the Department of Labour representative for the area.
- As a follow-up, invite the Department of Labour Counsellor to the school to speak with interested students.
- Arrange visits, tours, or co-operative programs whenever possible.

Topic 6

FINANCING AN EDUCATION

Sources of Money

- Scholarships (explanation): local scholarships, commercial scholarships, Ontario Scholarships, university entrance scholarships
- Bursaries (explanation): local bursaries, commercial bursaries, Regular Officer Training Plan (R.O.T.P.), Royal Canadian Legion and Auxiliary Bursaries in Ontario
- Loan funds (explanation): Canadian Student Loans Plan, university loan funds, bank loans

- Students' savings and summer jobs
- Parents

Suggested Activities

- Bring in a class set of commencement exercise booklets.
- Hand out copies of lists of local awards.
- Hand out copies of booklet "Ontario Student Awards" prepared by the Department of Education.

UNIT IV

CAREERS

In career planning, students should be made aware of the real situation in the world of work. Ideally, students should be provided with the opportunity of visiting industry. This being impractical we must create realism in the classroom. Therefore, speakers, tapes of speakers, visits, audio-visual materials lend more impetus than reading, talking, or blackboard outline lessons. This approach can often be employed as a follow-up to the lesson. For instance, after teaching a formal lesson on hospital careers, the teacher should give students the opportunity to follow the lesson with personal contact with people in that field — or with listening to taped interviews and speeches.

Topic 1

CAREER INVESTIGATION

In conjunction with Unit 1 where the student develops self-understanding (aptitudes, interests, abilities, values, etc.), he may relate his achievement to career areas.

Suggested Activities

- Refer to addendum: academic subject field and related kinds of work where employment occurs.
- Use overhead projector and handout sheets as a follow-up.
- Develop an occupational file using subject areas as index. For instance, careers related to a subject area should be filed under the subject title.
- Copies of subject-career sheets can be handed out: to subject teachers, to class.
- Career areas may be related to educational planning unit when one is developing various degree programs in order to demonstrate career opportunities available. Copies of these should be made available in the Information Centre to students in any grade.

Topic 2

EMPLOYER-EMPLOYEE RELATIONS

- What can you expect from your employer?
- What can your employer expect from you?

See lesson plan suggestions.

Suggested Activities

- Resource Personnel: Canada Manpower, local unions, Workmen's Compensation, industrial personnel, firms with a profit sharing policy, Department of Labour Counsellor about apprenticeship contracts
- Use of printed material — pamphlets from the institutions mentioned in Resource Personnel.
- M. D. Parmenter — **Success in the World of Work** — The Guidance Centre.
- Overhead projector.

Topic 3

EMPLOYMENT APPLICATION FORM

- Importance — can reveal characteristics and qualifications
- Sample application
- Kinds of information required
- Section for further information
- Stress on neatness, clarity, honesty, good organization, good English

Suggested Activities

- Study sample of poorly completed form. Ask students — "How would you improve?"
- Give each a sample application form (Civil Service application forms are available at Post Office).
- Use overhead projector.

Topic 4

LETTER OF APPLICATION

- Parts of a letter
- Layout of a letter
- Do's and don't's

Suggested Activities

- Local advertisement — students compose a sample application.
- Use overhead projector to display some of students' letters.
- Discuss strengths and weaknesses.

- List of do's and don't's

Part of this topic might well be included in the English Department's curriculum.

Topic 5

EMPLOYMENT INTERVIEW

- Preparing for an interview: appearance, list of previous jobs, summary of education, references.
- Do's and don't's

Suggested Activities

- Organize role-playing.
- Bring employer to interview student in class for discussion and evaluation.

Resource materials

- M. D. Parmenter — **Success in the World of Work** — The Guidance Centre.
- M. D. Parmenter — **You and Your Career** — The Guidance Centre.
- Dr. Carl Safran — **How About Tomorrow** — Holt, Rinehart & Winston of Canada, Limited.

REFERENCES

Publications

- D. G. Fish — **A Survey of Further Educational and Career Opportunities for Graduates of the Four-year Arts and Science High School Program** — Metropolitan Toronto Educational Research Council, Toronto, Ontario.
- **Canadian Universities and Colleges** — The Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4, Ontario.
- **New Directory of Canadian Universities and Colleges** — Coles Publishing Company Limited, 17 Apex Road, Toronto 19, Ontario.
- **Dictionary of Occupational Titles, Volume 1: Definitions of Titles** — The Guidance Centre, 371 Bloor Street West, Toronto, Ontario.
- **Dictionary of Occupational Titles, Volume 2: Occupational Classification** — The Guidance Centre, 371 Bloor Street West, Toronto, Ontario.
- **Blueprint for Guidance in Canadian Schools** — The Guidance Centre, 371 Bloor Street West, Toronto, Ontario.

- William Hopke — **The Encyclopedia of Careers and Vocational Guidance** — Doubleday and Company Inc., Garden City, New York.

- **Success in the World of Work, Your Further Education, You and Your Work Ways** — The Guidance Centre, 371 Bloor Street West, Toronto, Ontario.

Films

Films suitable for Grade 12 Group Guidance may be borrowed, rented or purchased from many sources. Catalogues are available on request

- **Who is Sylvia?** Wayne and Shuster Look at Technical Training in Canada — The National Film Board of Canada, P.O. Box 6100, Montreal, Quebec.
- **Successful Scholarship, Parents Are People Too, Emotional Maturity, Improving Study Habits** — McGraw-Hill Films, Text Film Division, 330 Progress Avenue, Scarborough, Ontario.
- **The Dropout** — Diadem Film and Supply Limited, 18 Spadina Road, Toronto 4, Ontario.
- **Technicians in Our Changing World, More Power for the Job** — Educational Film Distributors Limited, 191 Eglinton Avenue East, Toronto 12, Ontario.
- **No Limit to Learning** — College Entrance Board Film Library, 475 Riverside Drive, New York, N.Y. 10027.
- **Light for the Mind** — University of Toronto, Toronto 5, Ontario.
- **This is Western** — University of Western Ontario, London, Ontario.
- **Campus on the Move** — Carleton University, Ottawa 1, Ontario.
- Department of Education Films — **The Problem, Five Year Course, Two Year Course.**
- **The Chiropractic Story, Quality and People, Rx for Mary Anne** — Modern Talking Picture Services Inc., 1875 Leslie Street, Don Mills, Ontario.
- **The C.A. in Canada** — Canadian Institute of Chartered Accountants, 69 Bloor Street East, Toronto, Ontario.
- **With their Feet on the Ground** — Institute of Canadian Advertising, Suite 401, 8 King Street East, Toronto 1, Ontario.
- **Career, Medical Technologist, The Student Nurse** — Ontario Hospital Association, 24 Ferrand Drive, Don Mills, Ontario.
- **Edge of Decision, The Story of Hospital Pharmacy** — Ontario College of Pharmacy, 483 Huron Street, Toronto 5, Ontario.

- **Physical and Occupational Therapy** — Department of Rehabilitation Medicine, University of Toronto, Toronto 5, Ontario.
- **The Teens, Stigma, I Am a Nurse** — Ontario Department of Health, Parliament Buildings, Toronto, Ontario.

Sound Filmstrips

The Guidance Associates, Pleasantville, New York. Catalogue available on request.

Motivational Guidance/Social Adjustment Sound Filmstrips.

- **Dropping Out: Road to Nowhere.** It tells what the school dropout can expect on the outside.
- **Values for Teenagers: The Choice is Yours.** It confronts head-on the teenage problem of conformity, and its troubling pressures on adolescents. It takes a strong position that the individual still has freedom of choice, still has the responsibility for his own decisions and actions.
- **Think of Others First.** Some practical guidelines to social interaction. It approaches manners and thoughtfulness as a highly evolved system by which man deals with his fellow man under conditions of basic equality and mutual respect.
- **Failure: A Step Towards Growth.** Failure need not be a destructive experience. Facing failure and learning from it, can and should be a maturing experience.
- **The Tuned-Out Generation.** It focuses not on the ways the generations differ, but rather on the ways they are alike.
- **Somebody's Cheating.** It is designed to force youngsters to make real and perhaps difficult decisions when confronted with the opportunity to cheat.

Career/Vocational Guidance Sound Filmstrips

- **Getting and Keeping Your First Job** — This sound filmstrip program places both job "getting" and job "keeping" in proper perspective.
- **Your Job Interview.** It reinforces the point that the interview offers an opportunity for the applicant to get answers to many of his own questions. It shows how each employer uses the job interview technique to evaluate each job applicant.
- **Preparing for the World of Work.** It helps establish some guidelines for youngsters in judging whether or not they possess the aptitudes required for specific job families.
- **Preparing for the Jobs of the 70's.** It investigates changing economic and cultural patterns and relates them to the education and training required today to meet the needs of the next decade.

Filmstrips

F.O.M. Film Strips of Canada, 333 Metropolitan Blvd. East, Suite 301, Montreal 38, P.Q. Catalogue available on request.

Aptitudes and Intelligence SET D-1. Putting Your Aptitudes to Work: Purposes and methods of measuring ability and ease of learning are discussed. The student learns to maximize satisfactions by putting his aptitudes to work. Types of aptitude tests are pictured and described.

Intelligence

Intelligent behaviour is analyzed into various components. The relationship between intelligence and success is demonstrated, and means of measuring intelligence shown.

Occupational and Industrial Information

- **Career Booklets** — Coles Publishing Company Limited, 17 Apex Road, Toronto 19, Ontario.
- **Canadian Occupations Monographs and Briefs** — Department of Manpower and Immigration, Occupational Research Section, Ottawa, Canada.
- **Career Books** — Dodd, Mead & Company, 25 Holinger Road, Toronto, Ontario.
- **G.C. Occupational Information Monographs.**
- **G.C. Industrial Information Monographs.**
- **G.C. Occupational Information Briefs.**
- **G.C. Occupational Information Summaries.**
- **G.C. Career Correspondence Series.**

Guidance Centre, 371 Bloor Street West, Toronto 5, Ontario.

- **Job Data Cards** — Ontario Department of Labour, 8 York Street, Toronto 1, Ontario.

Posters and Charts

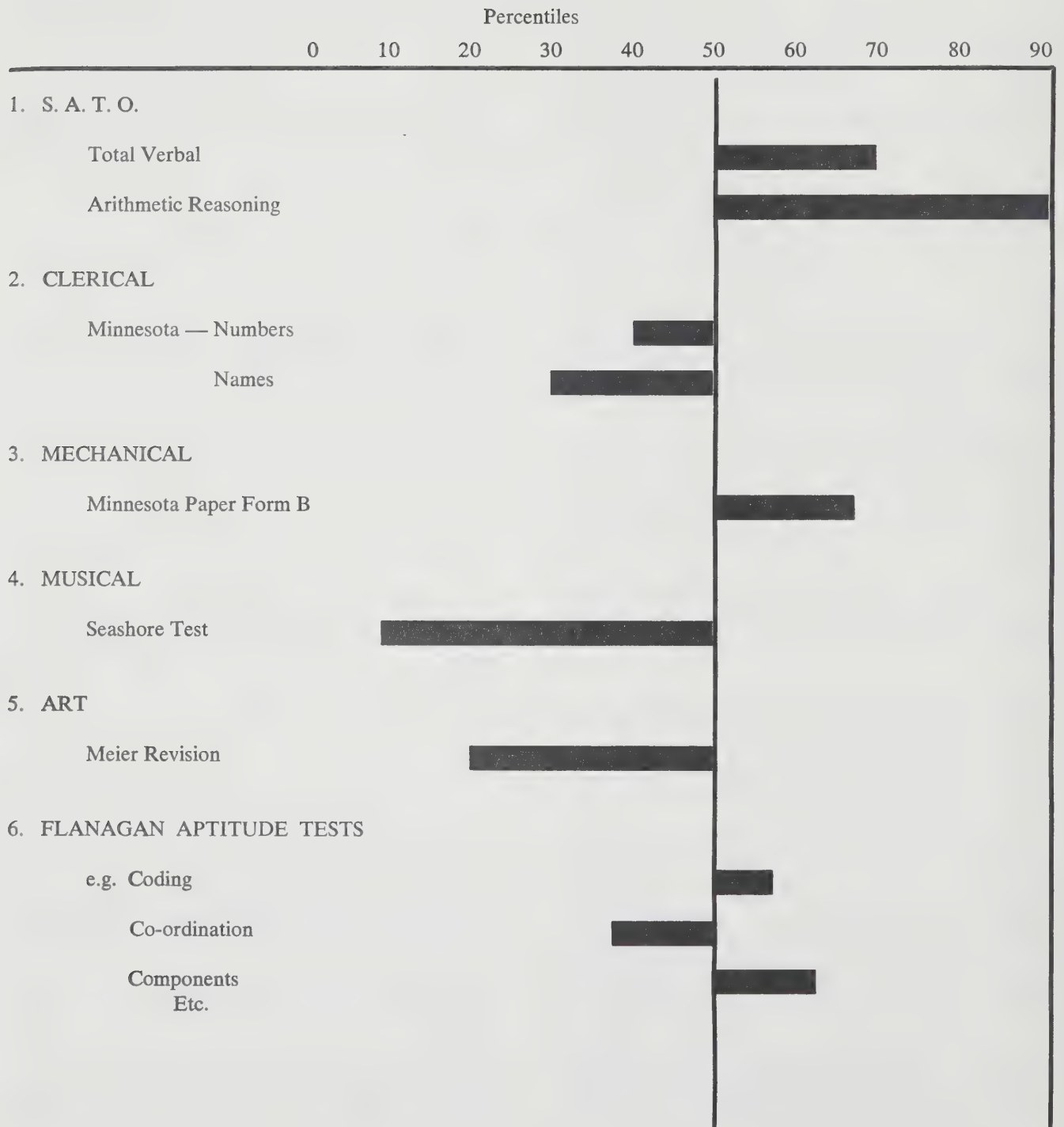
- **Career Data Posters, Series A; Series B.**
- **Guidance Centre Posters.**
- **Guidance Centre Looking at Hobbies, Posters.**
- **Guidance Centre Looking at Jobs Posters, Series A, B, C, D, E.**
- **School Subject Occupations Posters, Set A.**

The Guidance Centre, 371 Bloor Street West, Toronto 5, Ontario.

- **Motto Grams (52 Thought Provoking Posters)** — Camlin & Associates Inc., 118 S. Clinton Street, Chicago, Ill. 60606.

TEST PROFILE OF A GRADE 12 STUDENT

Name.....



INTEREST PROFILE OF A GRADE 12 STUDENT

Name.....

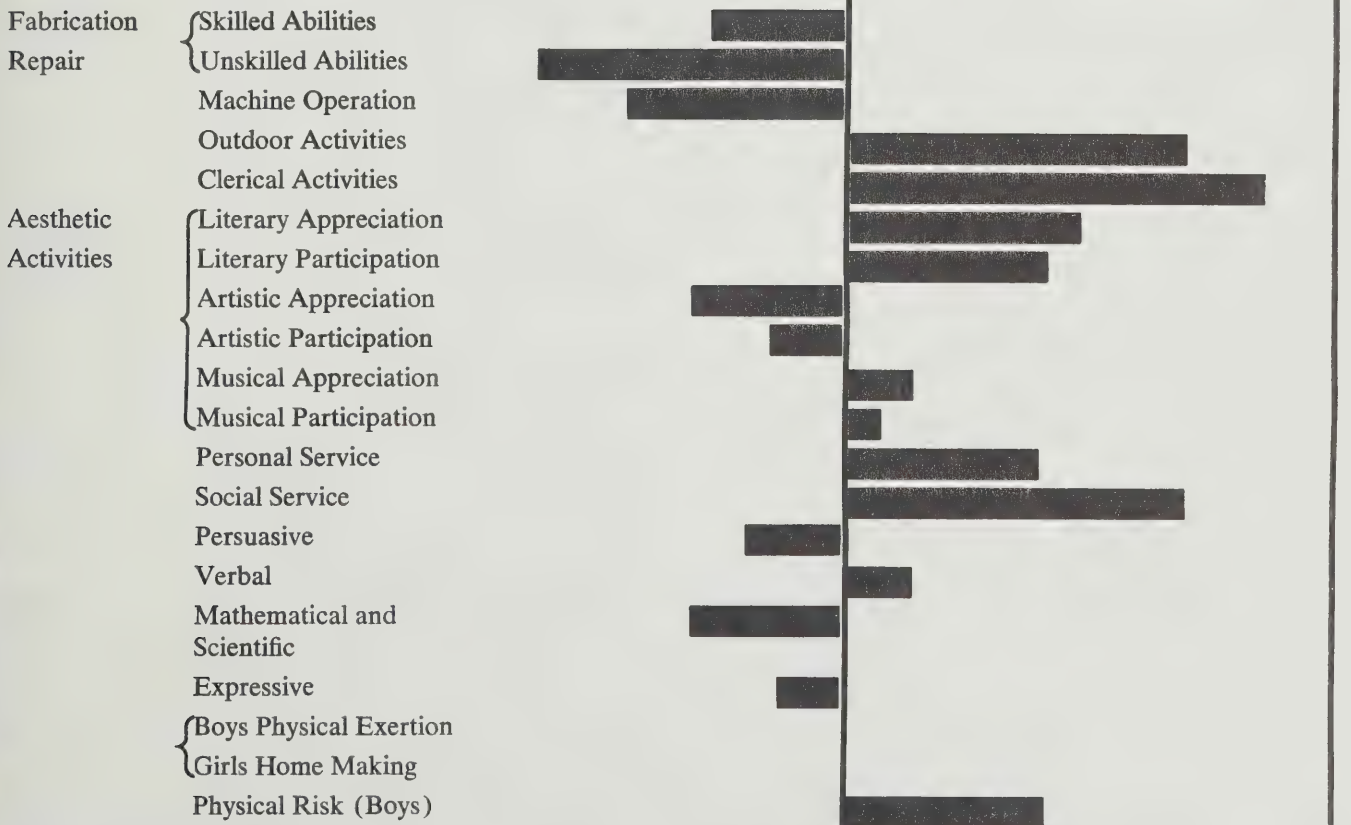
Percentiles

0 10 20 30 40 50 60 70 80 90 100

1. KUDER PREFERENCE



2. CANADIAN INTEREST INVENTORY



Where Publishers May Be Reached

Collier-Macmillan Canada, Ltd.
539-Collier-Macmillan Dr.
Galt, Ontario

Encyclopedia Britannica Publications Ltd.
151 Bloor St. W.
Toronto 5, Ontario

Fitzhenry & Whiteside Ltd.
1590 Midland Ave.
Scarborough, Ont.

W. J. Gage Ltd.
1500 Birchmount Rd.
Scarborough, Ont.

General Publishing Co. Ltd.
30 Lesmill Rd.
Don Mills, Ont.

Ginn and Company
35 Mobile Dr.
Toronto 16, Ont.

Guidance Centre
College of Education
University of Toronto
Toronto 5, Ontario

Holt, Rinehart and Winston of Canada Ltd.
833 Oxford St.
Toronto 18, Ont.

Longmans Canada Ltd.
55 Barber Greene Rd.
Don Mills, Ont.

McAinsh & Co. Ltd.
1835 Yonge St.
Toronto 7, Ont.

McClelland & Stewart Ltd.
25 Hollinger Rd.
Toronto 16, Ont.

McGraw-Hill Co. of Canada Ltd.
330 Progress Ave.
Scarborough, Ont.

The Macmillan Co. of Canada Ltd.
70 Bond Street
Toronto 2, Ont.

Thomas Nelson & Sons (Canada) Ltd.
81 Curlew Drive
Don Mills, Ont.

Prentice-Hall of Canada Ltd.
1870 Birchmount Rd.
Scarborough, Ont.

Random House of Canada Ltd.
10 Vulcan St.
Rexdale, Ont.

The Ryerson Press
299 Queen St. West
Toronto 2B, Ontario

Queen's Printer
Ottawa, Ontario

Science Research Associates
44 Prince Andrew Place
Don Mills, Ontario

